DOCUMENT RESUME

ED 261 142 [illegible]

Resources in Education (RIE). Volume 21, Number 2.
Educational Resources Information Center (ED), Washington, DC.; ORI, Inc., Bethesda, MD. Information Systems Div.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 86
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, $51.00 (Domestic), $70.00 (Foreign).
LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,200 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May [illegible]. (LRS/WTB)

ED 2[illegible]1 143 CE 039 325

Smith, Jeanne
Inservice Seminars for Tutors and Students to Increase Motivation and
  Retention in a Volunteer Adult Literacy Program.
Center for Literacy, Inc., Philadelphia, PA.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
  Div. of Adult Education and Training Programs.
PUB DATE- 84
NOTE- 63p.; [illegible] Grant
CONTRACT- 98-4[illegible]
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Adult Programs;
  Inservice Teacher Education; *Literacy Education; *Program
  Effectiveness; Program Improvement; Reading Instruction; *Tutoring;
  Tutors; *Volunteer Training; Workshops
IDENTIFIERS- 310 Project

The purpose of this project was to strengthen a volunteer literacy council's ability to offer an innovative curriculum and program monitoring system that meets the total literacy needs of 0-4 level students, thus increasing student and tutor motivation and retention. The project designed volunteer staff training seminars to meet these objectives. Curriculum innovations were designed and implemented. A program monitoring system for reporting and evaluation was put into operation. Tutors and students were offered three inservice seminars over a 12-month period. Each seminar was repeated in four different areas of Philadelphia for a total of 12 sessions. The first eight sessions were for tutors. The last four sessions consisted of separate meetings held simultaneously for tutors and students. Responses were positive when a follow-up survey on the last seminar was conducted. The retention rate for the 1983 program was 62 percent, 2 percent higher than the 1982 rate. More important, however, is the fact that the number of students more than doubled (from 399 in 1982 to 850 in 1983), with a 29 percent increase in retention in 1983 as compared with 1982. The project directors concluded that the inservice seminars increased the agency's capacity to expand and maintain a high retention rate because the seminars provided the support and motivation essential for serving more tutors and students. The appendix presents "How to Conduct 'Goal Setting and [illegible]' Inservice for Basic Literacy Students," by Rose Brandt. [illegible]

ED 261 144 CE 040 578

[illegible]en, Urban T.
Construct Performance and Written Evaluation Instruments. Self-Instructional Competency Based Professional Teacher Training Manual.
Competency-Based Individualized Vocational Education Consortium, Addison, IL.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 85
NOTE- [illegible]p.; For related documents, see CE 040 5[illegible] [illegible] CE 042 060-070. Document printed on colored paper.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For [illegible] General) - Classroom Use - Teaching Guides (For Teacher)
DESCRIPTORS- Autoinstructional Aids; Behavioral Objectives; *Competency Based Education; Competency Based Teacher Education; *Criterion Referenced Tests; Individualized Instruction; Learning Activities; *Performance Tests; *Teacher Made Tests; *Test Construction; Tests; Industrial Training; *Vocational Education; Vocational Education Teachers

This publication is part of a series of self-instructional teacher training manuals designed to assist vocational and technical educators or industrial trainers to develop and implement competency-based vocational education (CBVE) programs. The purpose stated for this manual is for the instructor to learn to construct performance and written evaluation instruments. Each manual contains the following sections: cover page that contains the task title, purpose, and information (block, program and task codes, estimated time, prerequisites); terminal performance and micro-performance objectives; procedures for completing this manual; learning activities with required resources cited; information sheets; activity sheets (self-checks) with answer keys; a written examination with answer key; and a product/performance checklist. (YLB)

ED 261 145 CE 040 579

Oen, Urban T.
Write Measurable Performance Objectives. Second Edition. Competency-Based Professional Teacher Training Manual.

Competency-Based Individualized Vocational Education Consortium, Addison, IL.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 85
NOTE- 65p.; For related documents, see CE 040 576-582 and CE 042 060-070. Document printed on colored paper.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides - Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Autoinstructional Aids; Behavioral Objectives; *Competency Based Education; Competency Based Teacher Education; Individualized Instruction; Learning Activities; *Teacher Developed Materials; Tests; Trainers; Training; Vocational Education; *Vocational Education Teachers

This publication is part of a series of self-contained teacher training manuals designed to assist vocational-technical instructors or industrial trainers to develop and implement competency-based vocational education (CBVE) programs. The purpose stated for this manual is for the instructor to learn to develop measurable performance objectives. Each manual contains the following sections: cover page that contains the task title, purpose, and information block (program and task codes, estimated time, prerequisites); terminal performance and micro-performance objectives; procedures for completing this manual; learning activities with required resources cited; information sheets; activity sheets (self-checks) with answer keys; a written examination with answer key; and a product/performance test. (YLB)

ED 261 146

Den, Urban T.
Identify, Verify, and Sequence Job Tasks. Self-Instructional Competency-Based Professional Teacher Training Module.
Competency-Based Individualized Vocational Education Consortium, Addison, IL.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 85
NOTE- 98p.; For related documents, see CE [illegible] 070-[illegible] and CE [illegible] 060-076. Document printed on colored paper.

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Autoinstructional Aids; Behavioral Objectives; *Competency Based Education; Competency Based Teacher Education; Individualized Instruction; *Job Analysis; Job Skills; Learning Activities; *Occupational Information; Tests; Trainers; Training; *Vocational Education; Vocational Education Teachers

This publication is part of a series of self-instructional teacher training manuals designed to assist vocational-technical educators or industrial trainers to develop and implement competency-based vocational education (CBVE) programs. The purpose of this manual is for the instructor to learn to identify, verify, and sequence the job tasks needed by a beginning worker. Each manual contains the following sections: cover page that contains the task title, purpose, and information block (program and task codes, estimated time, prerequisites); terminal performance and micro-performance objectives; procedures for completing this manual; learning activities with required resources listed; information sheets; activity sheets (self-checks) with answer keys; a written examination with answer key; and a product/performance checklist. (YLB)

ED 261 147 CE [illegible]

Oen, Urban T.

Identify the Characteristics of a Competency-Based Vocational Education (CBVE) Program. Self-Instructional Competency-Based [illegible] Professional Teacher Training Manual.

Competency-Based Individualized Vocational Education Consortium, Addison, IL.

SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

PUB DATE- 85

NOTE- 94p.; For related documents, see CE 042 [illegible] and CE 042 [illegible]-370. Document printed on colored paper.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Autoinstructional Aids; Behavioral Objectives; *Competency Based Education; Competency Based Teacher Education; Individualized Instruction; Learning Activities; *Program Design; *Student Role; *Teacher Role; Tests; Trainers; Teaching; *Vocational Education; Vocational Education Teachers

This publication is part of a series of self-instructional teacher training manuals designed to assist vocational-technical educators or industrial trainers to develop and implement competency-based vocational education (CBVE) programs. The subject matter for this manual is for the instructor to learn to identify the characteristics of a competency-based vocational education program. Each manual contains the following sections: cover page that contains the task title, purpose, and information block (program and task codes, estimated time, prerequisites), terminal performance and micro-performance objectives; procedures for completing this manual; learning activities with required resources cited; information sheets; activity sheets (self-checks) with answer keys; a written examination with answer key; and product/performance checklist. (YLB)

ED 261 148 CE 041 136

B/TEC Opens Doors for You.
Business and Technician Education Council, London (England).
PUB DATE- Apr 84
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Role; Building Trades; Business; [illegible]
Objectives; *Counseling Services; *Educational Counseling;
Educational Opportunities; Employment Qualifications; Engineering;
Finance Occupations; Foreign Countries; Graduation Requirements;
Hospitality Occupations; Job Training; Marketing; Occupational
Information; Office Occupations; *Post High School Guidance;
Postsecondary Education; Public Administration; [illegible]
Science Careers; *Vocational Education
IDENTIFIERS- *Business and Technician Education Council; United
Kingdom

This package contains a paper summarizing the aims and services provided by the Business and Technician Education Council (B/TEC). Established to advance the quality and availability of a wide range of employment-related education to persons in the United Kingdom who are studying at or beyond the equivalent of the American associate degree level, B/TEC is empowered to establish educational qualifications and criteria for awarding them, approve colleges or institutions, and validate particular courses. [illegible] package are seven summary sheets that provide basic information about getting a job in the following occupational areas: business, distribution, public administration, engineering, hotel and catering, construction, science, finance. Each of these information sheets contains some or all of the following: a discussion of skills needed by persons employed in the given occupation, ways in which B/TEC can help entry workers and currently employed individuals prepare for employment in the occupation, information concerning where and how to enroll in courses needed, entry requirements, and sources of further information. (MN)

ED 261 [illegible] CE [illegible]

Long-Range Followup of Students Enrolled in Cherry Creek District's Vocational Education Programs.
Cherry Creek School District 5, Englewood, Colo.
SPONS AGENCY—Colorado State Dept. of Education, Denver.
PUB DATE—30 Sep 84
NOTE—[illegible]p.
LANGUAGE—English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE—Reports - Research/Technical (143)
DESCRIPTORS—Cooperative Education, Educational Attitudes, Educational Benefits, *Educational Trends, *Employment Patterns, Graduate Surveys, High School Graduates, Income, Long Range Planning, Outcomes of Education, Postsecondary Education, Questionnaires, *Salary Wage Differentials, School Districts, School Role, School Surveys, Secondary Education, *Vocational Followup
IDENTIFIERS—Colorado

Five years after their graduation from high school in Colorado, a sample of [illegible] students who had been enrolled in a vocational education program were [illegible] about outcomes. Of the [illegible] former students providing [illegible], [illegible] percent were [illegible] full-time, [illegible] percent were [illegible] percent were going to school while [illegible] full-time, with only [illegible] percent [illegible] unemployed or seeking employment. [illegible] percent of the respondents felt that the skills learned while in their high school vocational program were useful in their current daily [illegible] percent listed a job title related to their vocational training. Of the 115 students who had participated in a cooperative education program while in high school, 66 percent indicated that the program helped them a great deal in developing interpersonal skills and 71 percent felt that the cooperative program contributed significantly to their overall skill development. [illegible] percent of the students who had pursued further education after high school graduation felt that their vocational [illegible] them in [illegible] schooling. Of those responding to the [illegible] question concerning present income, 55 percent were earning [illegible] or more than $15,000 per year. [illegible]

ED 261 150

Bruce, Norma Condon

Resources for Older Worker Programs in Ohio. A Technical Assistance Guide.

Ohio State Dept. of Aging, Columbus.

SPONS. AGENCY- Ohio State Bureau of Employment Services, Columbus.

PUB DATE- May 85

NOTE- 70p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131) -- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Adult Education; Adult Programs; Advocacy; Agency Role; Aging (Individuals); Counseling Services; Delivery Systems; Displaced Homemakers; Economic Research; Educational Policy; Educational Research; *Employment Services; Females; Flow Charts; Guides; *Information Networks; Linking Agents; Maps; National Organizations; *Older Adults; Policy Formation; Postsecondary Education; Professional Associations; Public Agencies; Public Policy; Resource Materials; Resources; State Agencies; Statewide Planning; *Technical Assistance

IDENTIFIERS- Job Training Partnership Act 1982; *Ohio

This technical assistance guide is designed to assist trainers, planners, administrators, researchers, librarians, counselors, and advocates involved with Ohio older worker programs and policies with the range of resources, services, and support available to them. Discussed in the individual sections of the guide are available resources dealing with the following topics: the aging network and advocacy groups (Federal, state, and area administrative agencies, administrative organizations, membership organizations, and professional organizations); employment and training, including Federal and state administrative agencies, service delivery areas, and national and state organizations concerned with the Job Training Partnership Act (JTPA); Congressional committees developing older worker policy; employment policy and research (organizations addressing employment policy in general and those dealing with employment policy as it affects women); the Senior Community Service Employment Program [illegible] options and organizations concerned with them; organizations and centers serving displaced homemakers; and recommended readings and guides for practitioners serving older workers. Appendixes to the manual include maps of planning and service areas and service delivery areas in Ohio and also flow charts explaining the structure of the Administrative Aging Network, National Aging Network, and JTPA. An organizational index concludes the document. (MN)

ED 261 151 CE 041 910

Pose, Dpritse, Ed.; And Others
Help Wanted: Job Listings in Journals.
California Univ., Davis. Univ. Library.
PUB DATE- 85
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Advertising; Annotated Bibliographies; Career
 Education; *College Graduates; *Employment Opportunities;
 Employment Qualifications; Geographic Location; *Information
 Sources; Labor Market; *Library Materials; *Periodicals; Reference
 Materials; Resource Materials
IDENTIFIERS- Professional Literature; *Want Ads

This bibliography, listing periodicals available at the University of California at Davis, is designed to acquaint graduating students with many trade and professional journals that consistently list job openings in various disciplines. The first section of the guide is a job title index; each entry consists of a job title, the occupational field of the job, and an accession number identifying a journal listed in the second section of the handbook. Provided in the second section are annotations for [illegible] journals, each of which contains the following: accession number, journal title, call number, and location within the university library system, frequency of publication, approximate average of job listings,

and occupational fields and job titles for which advertisements are most frequently posted. (MN)

ED 261 152 CE 041 961

Fulgham, Wayne
Welding Fundamentals. V.I.E.T. 17.28.36. Student's Manual and Instructor's Guide.
Texas Univ., Austin. Extension Instruction and Materials Center.
SPONS AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 85
NOTE- 214p.
AVAILABLE FROM- Extension Instruction and Materials Center, P.O. Box 7218, Division of Continuing Education, University of Texas, Austin, TX 78713-7218 (Stock No. IE 236 S, Student's Manual; No. IE 236 C, Instructor's Guide).
LANGUAGE- English
EDRS PRICE - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learner) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Construction (Process); Construction Materials; *Course Content; Equipment; Hand Tools; Individualized Instruction; *Learning Activities; Learning Modules; Mathematical Applications; Occupational Information; Postsecondary Education; Safety; Test Items; *Trade and Industrial Education; *Welding; Work Experience Programs

This two-part publication covers the fundamentals for the beginning welder. The student's manual includes many illustrations to acquaint the student with tools and materials used in the welding trade. The manual is self-contained and is written for use in all types of trade and industrial classes. The manual contains 10 lessons, each of which consists of learning objectives, technical information, and exercises. The lessons cover the following topics: introduction, safety, tools and equipment, blueprints and mathematics, oxyacetylene welding, shielded metal arc welding, gas metal arc welding, gas tungsten arc welding, metals, and welding opportunities. A glossary is also included. The instructor's guide was developed to help teachers present technical information on welding to (1) groups of trade and industrial students with a variety of objectives and (2) homogeneous groups in which learning levels vary considerably. The guide contains suggestions on how the student should use the student manual and how the instructor can coordinate work experience and learning at school. It provides further information on evaluation and supplementary reading; it also contains (1) answers to both objective questions and assignment test questions, (2) one set of master test items, and (3) a work sheet for matching related instruction with work experience for each student. (KC)

ED 261 158 CE 042 [illegible]

Notgrass, Troy

Pneumatics. Student's Manual and Instructor's Guide.

Texas Univ., Austin. Extension Instruction and Materials Center.

SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

PUB DATE- 85

NOTE- 85p.

AVAILABLE FROM- Extension Instruction and Materials Center, P.O. Box 7218, Division of Continuing Education, University of Texas, Austin, TX 78713-7218 (Stock No. IE [illegible] Student's Manual; Stock No. IE 237 [illegible] Instructor's Guide).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides - Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learner) (051) -- Guides - Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052).

DESCRIPTORS- *Course Content; *Individualized Instruction; *Learning Activities; Learning Modules; Plumbing; Postsecondary Education; Secondary Education; *Teaching Methods; Test Items; *Trade and Industrial Education

IDENTIFIERS- *Pneumatics

The student's manual in this two-part instructional kit is designed to help the following types of students learn introductory technical material related to pneumatics: (1) groups of trade and industrial students with a variety of vocational objectives and (2) homogeneous groups in which the learning levels of individual students vary considerably. The manual is not intended to be used as a type of correspondence course, but must be used by students under the direct supervision of an instructor. The manual contains nine assignments covering the following topics: how to use the manual, introduction, air compressors, plastic piping, copper piping, conditioning compressed air systems, pressure gauges and volume meters, pneumatic working elements, and pneumatic valves. The student's manual is designed to use as many fundamental teaching principles as possible. Each assignment has four parts: objectives, technical information presented in a step-by-step fashion, exercises to apply the technical information, and tests (provided in the instructor's guide). The instructor's guide is designed to help teachers make certain that each student gets the greatest possible benefit out of both the student's manual and the training station sessions. Coordinated with the student manual, it provides the answers to the exercises in the manual and contains, beside the assignment test questions, the answers to the questions, and a worksheet to help in coordinating work experiences with the assignments. (KC)

ED 261 154   CE 041 977

Grimes, L. A., Jr.
Bricklayer and Stonemason. U.S.O.E. 46.0102 D.O.T. 861.381, 861.781, 861.884. Student's Manual and Instructor's Guide.
Texas Univ., Austin. Extension Instruction and Materials Center.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 84
NOTE- 228p.; For a related document, see CE 041 976.
AVAILABLE FROM- Extension Instruction and Materials Center, P.O. Box 7218, Division of Continuing Education, University of Texas, Austin, TX 78713-7218 (Stock No. IE 312 S, Student's Manual; Stock No. IE 312 C, Instructor's Guide).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Bricklaying; *Construction (Process); Construction Materials; Course Content; Equipment; Individualized Instruction; *Learning Activities; Learning Modules; *Masonry; Postsecondary Education; *Teaching Methods; Test Items; *Trade and Industrial Education; Work Experience Programs

The student's manual in this two-part instructional kit is designed to help students in individualized courses in bricklaying and stone masonry to tie together classroom learning and on-the-job practice.

The manual includes assignments, technical information, objectives that tell what the student is to learn from each assignment, and exercise questions that can help in meeting those objectives. The 14 units of the student manual cover the following topics: introduction to the manual, basic mathematics, safety, drawings and blueprints, masonry tools and equipment, masonry materials, elements of masonry construction, wall construction, footings and arches, chimneys and fireplaces, floors and pavements, cleaning clay products, concrete masonry and stone construction, and owning a masonry business. The related instructor's guide contains suggestions on the use of the student manual and on coordinating work experience with learning at school. The guide also contains (1) answers to exercise questions and assignment test questions, (2) one set of assignment tests, and (3) a work sheet that the instructor can use to relate instruction to job experience for students. Coordinated with the student's manual, the guide contains 14 sections corresponding to the manual's 14 units. (KC)

ED 261 155 CE 041 979

Williams, Catherine
Applied Anatomy and Physiology. Student's Manual and Instructor's Guide.
Texas Univ., Austin. Extension Instruction and Materials Center.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 85
NOTE- 353p.
AVAILABLE FROM- Extension Instruction and Materials Center, P.O. Box 7218, Division of Continuing Education, University of Texas, Austin, TX 78713-7218 (Stock No. HO 210S, Student's Manual; Stock No. 210 I, Instructor's Guide).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; *Anatomy; Cardiovascular System; Competency Based Education; Course Content; Human Body; *Learning Activities; Learning Modules; *Physiology; Postsecondary Education; *Teaching Methods; Test Items

The student manual in this two-part instructional kit contains basic concepts and specific information needed for understanding anatomy and physiology, with emphasis on those areas of particular interest to health occupations students. The student manual is organized in 10 lessons, each containing objectives, new terms and definitions, technical information illustrated with line drawings, review questions, and suggested activities. The lessons cover the following topics: the organization and general plan of the body, the skeletal system, the muscular system, the digestive system, the blood and cardiovascular system, the respiratory system, the nervous system and special senses, the urinary system, the reproductive system, the endocrine system, and the endocrine glands. A bibliography is included in the manual. The instructor's guide is coordinated with the manual and provides a competencies progress chart, teaching objectives, review questions with answers, unit tests and answers, and suggested activities (either group or individual) with answers. The guide is organized into 10 units corresponding to the 10 lessons of the manual, and line drawing illustrations are also used. (KC)

DOCUMENT RESUME

ED 261 1[illegible] CE 042 059

[illegible]n, Urban T.
Establish & Conduct Meetings of a General and Specialized Occupational Advisory Committee.
[illegible] County Area Vocational Center, Grayslake, IL.
[illegible] Mar 85
NOTE [illegible]p.
LANGUAGE English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE Guides/Methods/Techniques (For Practitioners) - [illegible] Classroom Use (055)
DESCRIPTORS [illegible] Committees; Attitudes; Group Membership; *Guidelines; [illegible]; *Meetings; Postsecondary Education; *Program Development; Secondary Education; *Vocational Education

This guide outlines procedures for vocational administrators and teachers to use in setting up and working with general occupational advisory committees and specialized occupational advisory committees. The guide covers the following topics: nature of the committees; procedures for selecting, appointing, and using advisory committee members; and how to conduct meetings. Resources are provided for each of these topics in extensive appendixes. The appendixes contain sample letters, an advisory committee members' handbook, and a sample certificate of appreciation. (KC)

ED 261 1[illegible] CE 042 060

[illegible]

Develop a Learning Resource Center. Self-Instructional Competency-Based Professional Teacher Training Manual.

Competency-Based Individualized Vocational Education Consortium, Addison, [illegible]

SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

PUB DATE- 85

NOTE- 49p.; For related documents see CE 040 578-581 and CE 042 061-070. Document printed on colored paper.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Behavioral Objectives; *Competency Based Education; Competency Based Teacher Education; Facility Guidelines; Guidelines; Independent Study; Industrial Training; *Inservice Teacher Education; Learning Activities; Learning Modules; *Learning Resources Centers; Management Development; Pacing; Postsecondary Education; *Program Development; Technical Education; Test Items; Units of Study; Vocational Directors; *Vocational Education; Vocational Education Teachers

This publication is part of a series of self-instructional teacher training manuals designed to assist vocational-technical educators or industrial trainers to develop and implement competency-based vocational education (CBVE) programs in a school or industrial setting. The manual consists of the following sections: cover page that contains the task title, purpose, and information block; a statement of performance objective, micro-performance objectives, learning activities, information sheets, activity sheets (self-checks), a written examination, a product/performance checklist, and references. This manual, which focuses on developing a learning resource center (LRC), covers the following topics: (1) identifying the role of learning resource centers; (2) identifying the factors to consider when planning an LRC; (3) planning and organizing the physical facilities for a LRC; and (4) developing a learning resource center. (MC)

ED 26[illegible] CE 042 061

Sen, [illegible]
Prepare a Staff Development Program. Self-Instructional Competency-Based Professional Teacher Training Manual.
Competency-Based Individualized Vocational Education Consortium, Addison, IL.
SPONS AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 85
NOTE- [illegible]p.; For related documents, see CE 040 578-581 and CE 042 060-[illegible]. Document printed on colored paper.

[illegible]
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Behavioral Objectives; *Competency Based Education; Competency Based Teacher Education; Guidelines; Independent Study; Industrial Training; *Inservice Teacher Education; Learning Activities; Learning Modules; Management Development; Needs Assessment; Pacing; Postsecondary Education; *Program Development; *Staff Development; Technical Education; Test Items; Vocational Directors; Vocational Education; Vocational Education Teachers

This publication is part of a series of self-instructional teacher training manuals designed to assist vocational-technical educators or industrial trainers to develop and implement competency-based vocational education (CBVE) programs in a school or industrial setting. The manual contains the following sections: cover page that contains the task title, purpose and information block; a statement of performance objectives, micro-performance objectives, learning activities, information sheets, activity sheets (self-checks), a written examination, a product/performance checklist, and references. This manual, which focuses on preparing a staff development program, covers the following topics: (1) preparing for the implementation of CBVE at the regional and local school levels, (2) assessing the need for CBVE staff development, (3) developing a plan of action and conducting CBVE staff development activities, and (4) preparing a staff development program. (KC)

ED [illegible] 159 CE 042 062

Dan, Urban F.
Identify Administrative Support Necessary to Implement CBVE. Self-Instructional Competency-Based Professional Teacher Training Manual.
Competency-Based Individualized Vocational Education Consortium, Addison, IL.
SPONS AGENCY— Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE— 85
NOTE— 21p.; For related documents, see CE 040 578-581 and CE 042 [illegible]-076. Document printed on colored paper.
LANGUAGE— English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE— Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS— Administrator Responsibility; *Administrator Role; Behavioral Objectives; *Competency Based Education; Competency Based Teacher Education; Guidelines; Independent Study; Industrial Training; *Inservice Teacher Education; Learning Activities; Learning Modules; Management Development; Pacing; Postsecondary Education; Program Development; Technical Education; Test Items; Units of Study; Vocational Directors; *Vocational Education; Vocational Education Teachers

This publication is part of a series of self-instructional teacher training manuals designed to assist vocational-technical educators or industrial trainers to develop and implement competency-based vocational education (CBVE) programs in a school or industrial setting. The manual consists of the following sections: cover page that contains the task title, purpose, and information block; a statement of performance objectives, micro-performance objectives, learning activities, information sheets, activity sheets (self-checks), a written examination, a product/performance checklist, and references. This manual, which focuses on identifying administrative support for CBVE, covers the following topics: identifying the administrator's role in CBVE and identifying the administrative support necessary to implement CBVE. (MC)

ED 261 180 CE 042 063

Biemlich, David; Oen, Urban T., Ed.
Assign Grades. Self-Instructional Competency-Based Professional
Teacher Training Manual.
Competency-Based Individualized Vocational Education Consortium,
Addison, IL.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept.
of Adult, Vocational and Technical Education.
PUB DATE- 85
NOTE- 21p.; For related documents, see CE 040 578-581 and CE 042
060-070. Document printed on colored paper.
LANGUAGE- English
EDRS PRICE - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)
DESCRIPTORS- Academic Achievement; Behavioral Objectives; *Competency
Based Education; Competency Based Teacher Education; *Grades
(Scholastic); *Grading; Guidelines; Independent Study; Industrial
Training; *Inservice Teacher Education; Learning Activities;
Learning Modules; Management Development; Pacing; Postsecondary
Education; Program Development; Student Evaluation; Technical
Education; Test Items; Units of Study; Vocational Directors;
*Vocational Education; Vocational Education Teachers

This publication is part of a series of self-instructional teacher training manuals designed to assist vocational-technical educators or industrial trainers to develop and implement competency-based vocational education (CBVE) programs in a school or industrial setting. The manual consists of the following sections: cover page that contains the task title, purpose and information block; a statement of performance objectives, micro-performance objectives, learning activities, information sheets, activity sheets (self-checked), a written examination, a product/performance checklist, and references. This manual, which explains how to determine student grades in a CBVE system, covers the following topics: identifying factors influencing grades, and exploring several grading systems already in use. (KC)

Bimelich, David; Oen, Urban T., Ed.
Monitor Student Progress and Maintain Student Records. Self-Instructional Competency-Based Professional Teacher Training Manual.
Competency-Based Individualized Vocational Education Consortium, Addison, IL.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 85
NOTE- 52p.; For related documents, see CE 040 578-581 and CE 042 066-070. Document printed on colored paper.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Achievement; Behavioral Objectives; *Competency Based Education; Competency Based Teacher Education; Grades (Scholastic); Grading; Guidelines; Independent Study; Industrial Training; *Inservice Teacher Education; Learning Activities; Learning Modules; Management Development; Pacing; Postsecondary Education; Program Development; *Recordkeeping; *Student Evaluation; *Student Records; Technical Education; Test Items; Units of Study; Vocational Directors; *Vocational Education; Vocational Education Teachers

This publication is part of a series of self-instructional teacher training manuals designed to assist vocational-technical educators or industrial trainers to develop and implement competency-based vocational education (CBVE) programs in a school or industrial setting. The manual consists of the following sections: cover page that contains the task title, purpose, and information block; a statement of performance objectives, micro-performance objectives, learning activities, information sheets, activity sheets (self-checks), a written examination, a product/performance checklist, and references. This manual, which focuses on monitoring student progress and keeping student records, covers the following topics: (1) identifying necessary records; (2) identifying necessary files; (3) exploring methods to monitor student progress; and (4) monitoring student progress and maintaining student records. (KC)

ED 261 162 CE 042 065

Lathrop, Jan; Oen, Urban T., Ed.
Select and Design Print and Non-Print Resource Materials.
  Self-Instructional Competency-Based Professional Teacher Training
  Manual.
Competency Based Individualized Vocational Education Consortium,
  Addison, IL.
SPONS AGENCY- Illinois State Board of Education, Springfield. Dept.
  of Adult, Vocational and Technical Education.
PUB DATE- 85
NOTE- 74p.; For related documents, see CE 040 578-581 and CE 042
  066-070. Document printed on colored paper.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)
DESCRIPTORS- *Audiovisual Aids; Behavioral Objectives; *Competency
  Based Education; Competency Based Teacher Education; *Educational
  Resources; Guidelines; Independent Study; Industrial Training;
  *Inservice Teacher Education; Instructional Materials; Learning
  Activities; Learning Modules; Management Development; *Material
  Development; Pacing; Postsecondary Education; Reading Materials;
  Teacher Developed Materials; Technical Education; Test Items; Units
  of Study; Vocational Directors; *Vocational Education; Vocational
  Education Teachers

This publication is part of a series of self-instructional teacher training manuals designed to assist vocational-technical educators or industrial trainers to develop and implement competency-based vocational education (CBVE) programs in a school or industrial setting. The manual consists of the following sections: cover page that contains the task title, purpose, and information block; a statement of performance objectives, micro-performance objectives, learning activities, information sheets, activity sheets (self-checks), a written examination, a product/performance checklist, and references. This manual, which focuses on selecting and designing print and non-print resource materials for a CBVE program, covers the following topics: (1) differentiating between self-contained and referenced learning guides; (2) selecting usable print and non-print resources; (3) selecting the delivery medium; (4) preparing information sheets; (5) designing non-print resources; and (6) selecting and designing print and non-print resource materials. (KC)

ED 261 163 CE 042 066

AUTHOR Dimmlich, David; Oen, Urban T., Ed.
TITLE Identify Teaching/Learning Strategies and Management Techniques to Implement CBVE. Self-Instructional Competency-Based Professional Teacher Training Manual.
INSTITUTION Competency-Based Individualized Vocational Education Consortium, Madison, IL.
SPONS AGENCY Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE 85
NOTE 55p.; For related documents, see CE 040 578-581 and CE 042 060-070. Document printed on colored paper.
LANGUAGE English
EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE Guides-Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS Behavioral Objectives; *Classroom Techniques; *Competency Based Education; Competency Based Teacher Education; Guidelines; Independent Study; Industrial Training; *Inservice Teacher Education; Learning Activities; Learning Modules; Management Development; Pacing; Postsecondary Education; Program Administration; Program Development; Teacher Responsibility; *Teacher Role; Teaching Methods; Technical Education; Test Items; Units of Study; Vocational Directors; *Vocational Education; Vocational Education Teachers

This publication is part of a series of self-instructional teacher training manuals designed to assist vocational-technical educators or industrial trainers to develop and implement competency-based vocational education (CBVE) programs in a school or industrial setting. The manual consists of the following sections: cover page that contains the task title, purpose, and information block; a statement of performance objectives, micro-performance objectives, learning activities, information sheets, activity sheets (self-checks), a written examination, a product/performance checklist, and references. This manual, which focuses on identifying teaching/learning strategies and management techniques to implement CBVE, covers the following topics: (1) identifying the role of the instructor as the manager of the learning environment; (2) exploring teaching/learning strategies; and (3) identifying management techniques to implement CBVE. (KC)

ED 261 164 CE 042 067

Bramlicky, David; And Others
Write Student Learning Guides or Competency Sheets.
Self-Instructional Competency-Based Professional Teacher Training Manual.
Competency-Based Individualized Vocational Education Consortium, Addison, IL.
SPONS AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 85
NOTE- 110p.; For related documents, see CE 040 578-581 and CE 042 060-070. Document printed on colored paper.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides-Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Behavioral Objectives; Competence; *Competency Based Education; Competency Based Teacher Education; Guidelines; Independent Study; Industrial Training; *Inservice Teacher Education; Instructional Materials; Learning Activities; Learning Modules; Management Development; *Material Development; Pacing; Postsecondary Education; *Study Guides; *Teacher Developed Materials; Technical Education; Test Items; Units of Study; Vocational Directors; *Vocational Education; Vocational Education Teachers

This publication is part of a series of self-instructional teacher training manuals designed to assist vocational-technical educators or industrial trainers to develop and implement competency-based vocational education (CBVE) programs in a school or industrial setting. The manual consists of the following sections: cover page that contains the task title, purpose, and information block; a statement of performance objectives, micro-performance objectives, learning activities, information sheets, activity sheets (self-checks), a written examination, a product/performance checklist, and references. This manual, which focuses on writing student learning guides or competency sheets for a competency-based program, covers the following topics: (1) identifying three types of learning guides; (2) developing a competency sheet; (3) developing two styles of student learning guides; (4) writing an information sheet; (5) writing an activity sheet; and (6) developing a compentency sheet or student guide. (KC)

ED 261 165 CE 042 068

Dimmlich, David; Oen, Urban T., Ed.
Adapt or Revise a Student Learning Guide or Competency Sheet. Self-Instructional Competency-Based Professional Teacher Training Manual.
Competency-Based Individualized Vocational Education Consortium, Addison, IL.
SPONS AGENCY— Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE— 85
NOTE— 64p.; For related documents, see CE 040 578-581 and CE 042 [illegible] Document printed on colored paper.
LANGUAGE— English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE— Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS— Behavioral Objectives; Competence; *Competency Based Education; Competency Based Teacher Education; Guidelines; Independent Study; Industrial Training; *Inservice Teacher Education; Instructional Materials; Learning Activities; Learning Modules; Management Development; *Material Development; Pacing; Postsecondary Education; *Revision (Written Composition); *Study Guides; Teacher Developed Materials; Technical Education; Test Items; Units of Study; Vocational Directors; *Vocational Education; Vocational Education Teachers

This publication is part of a series of self-instructional teacher training manuals designed to assist vocational-technical educators or industrial trainers to develop and implement competency-based vocational education (CBVE) programs in a school or industrial setting. The manual consists of the following sections: cover page which contains the task title, purpose, and information block; a statement of performance objectives, micro-performance objectives, learning activities, information sheets, activity sheets (self-checks), a written examination, a product/performance checklist, and references. This manual, which explains how to adapt or revise a student learning guide or competency sheet, covers the following topics: (1) identifying the reasons for adapting or revising a student learning guide or competency sheet; (2) describing the process for revising the content of a student learning guide or competency sheet; (3) identifying the process of revising the format of a student learning guide or competency sheet; and (4) adapting or revising a student learning guide or competency sheet. (KC)

ED 261 186 CE 042 069

Hamelink, David; Don, Urban T., Ed.
Orient Students to CBVE. Self-Instructional Competency-Based Professional Teacher Training Manual.
SPONS AGENCY— Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE— 85
NOTE— 77p.; For related documents, see CE 040 578-581 and CE 042 063-078. Document printed on colored paper.
LANGUAGE— English
EDRS PRICE - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE— Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS— Behavioral Objectives; *Competency Based Education; Competency Based Teacher Education; Definitions; Delivery Systems; Educational Facilities; Grades (Scholastic); Grading; Guidelines; Independent Study; Industrial Training; *Inservice Teacher Education; Learning Activities; Learning Modules; Learning Resources Centers; Management Development; Orientation Materials; Pacing; Postsecondary Education; Program Development; *School Orientation; Student Attitudes; Student Evaluation; *Student Role; Teacher Responsibility; *Teacher Role; Technical Education; Test Items; Units of Study; Vocabulary; Vocational Directors; *Vocational Education; Vocational Education Teachers

This publication is part of a series of self-instructional teacher training manuals designed to assist vocational-technical educators or industrial trainers to develop and implement competency-based vocational education (CBVE) programs in a school or industrial setting. The manual consists of the following sections: cover page that contains the task title, purpose, and information block; a statement of performance objectives, micro-performance objectives, learning activities, information sheets, activity sheets (worksheets), a written examination, a product/performance checklist, and references. This manual, which explains how to develop a CBVE orientation plan for students, covers the following topics: (1) identifying CBVE vocabulary and concepts, (2) exploring the student and instructor roles in a CBVE setting; (3) explaining the parts of the CBVE delivery system; (4) explaining the CBVE assessment system; (5) explaining the grading system; (6) orienting students to CBVE facilities; and (7) developing a plan to orient students to CBVE. (KC)

ED 261 167 CE 042 070

Bowlin, [illegible], Urban F., Ed.
Write a Student Performance Contract. Self-Instructional
Competency Based Professional Teacher Training Manual.
Competency Based Individualized Vocational Education Consortium,
Addison, ILL.
SPONS AGENCY- Illinois State Board of Education, Springfield. Dept.
of Adult, Vocational and Technical Education.
PUB DATE- 85
NOTE- 54p.; For related documents, see CE 040 578-581 and CE 042
066-069. Document printed on colored paper.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)
DESCRIPTORS- *Competency Based Education; Competency Based Teacher
Education; *Instructional Development; *Performance Contracts;
*Teacher Developed Materials; Trainers; Training; *Vocational
Education Teachers

This publication is part of a series of self-instructional teacher training manuals designed to assist vocational-technical educators or industrial trainers to develop and implement competency-based vocational education (CBVE) programs. The purpose stated for this manual is for the instructor to learn to write a Student Performance Contract. Each manual contains the following sections: cover page that contains the task title, purpose, and information block (program and task codes, estimated time, prerequisites); terminal performance and micro-performance objectives; procedures for completing this manual; learning activities with required resources cited; information sheets; activity sheets (self-checks) with answer keys; a written examination with answer key; and a product/performance checklist. (YLB)

ED 261 168   CE 042 224

Marketing & Distributive Education. Committed to the Improvement of Marketing.

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

PUB DATE- 85
NOTE- 68p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Admission Criteria; *Business Education; Business Skills; *Distributive Education; *Educational Benefits; Educational Objectives; Employment Opportunities; *Marketing; *Merchandising; Occupational Clusters; Postsecondary Education; Prerequisites; *Program Content; Relevance (Education); Secondary Education; Student Organizations
IDENTIFIERS- Distributive Education Clubs of America

This package consists of 34 transparency masters outlining the nature and scope of marketing and distributive education. Included in the set are transparency masters addressing the following themes: the interconnectedness of education, labor, and work; objectives of marketing and distributive education at both the secondary and postsecondary levels; the structure of marketing and distributive education programs; program admission requirements and prerequisites; aspects of sales promotion, buying, store operations, market research, management, and product services; the role of marketing in a free enterprise system; cooperative vocational education; specific occupations related to marketing and distributive education; and the activities of the Distributive Education Clubs of America (DECA). (MN)

ED 261 169 CE 042 257

Webb, Sandra M.
Design Document. EKG Interpretation Program.
PUB DATE- 84
NOTE- 25p.; For related documents, see CE 042 258-259.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Allied Health Occupations Education; Behavioral Objectives; *Biomedical Equipment; Cardiovascular System; Classroom Techniques; Equipment Utilization; Guidelines; Heart Disorders; *Heart Rate; Instructional Materials; Learning Activities; *Measurement Equipment; *Medical Services; *Nursing Education; Postsecondary Education; Teaching Methods
IDENTIFIERS- *Electrocardiograms

This teaching plan is designed to assist nursing instructors assigned to advanced medical surgical nursing courses in acquainting students with the basic skills needed to perform electrocardiographic (ECG or EKG) interpretations. The first part of the teaching plan contains a statement of purpose; audience recommendations; a flow chart detailing the organization of the program; program characteristics, objectives, and goals; suggested teaching methods; and a list of equipment and materials needed. Addressed in the individual units of the course are the following topics: EKG indicators, EKG ruled paper divisions, the normal cardiac cycle and pathophysiology, abnormal cardiac waves, atrial and ventricular rhythmycity, EKG heart rate determinations, and analysis of EKG strips. Each unit contains an objective, an instructional assignment, a content outline, notes on teaching media and methods, and the time required to present the unit. (MN)

ED 261 170 CE 042 258

Webb, Sandra M.
EKG Interpretation Program. Trainers Manual.
PUB DATE- 84
NOTE- 25p.; For related documents, see CE 042 257-259.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; Behavioral Objectives; *Biomedical Equipment; Cardiovascular System; Classroom Techniques; Equipment Utilization; Guidelines; Heart Disorders; *Heart Rate; Instructional Materials; Learning Activities; *Measurement Equipment; *Medical Services; *Nursing Education; Postsecondary Education; Pretests Posttests; Teaching Methods
IDENTIFIERS- *Electrocardiograms

This trainer's manual is designed to assist nursing instructors assigned to advanced medical surgical nursing courses in teaching students how to make basic interpretations of their patients' electrocardiographic (EKG) strips. Included in the manual are pre- and posttests and instructional units dealing with the following topics: EKG indicators, EKG ruled paper divisions, the normal cardiac cycle and pathophysiology, abnormal cardiac waves, atrial and ventricular rhythmycity, EKG heart rate determinations, and analysis of EKG strips. Each unit contains some or all of the following: an outline summary of critical content, answers to the corresponding review questions and practice exercise contained in a separately available student workbook, classroom discussion questions, and sample responses. A list of suggested references concludes the guide. (MN)

DOCUMENT RESUME

ED 261 171 CE 042 259

Webb, Sandra M.
EKG Student Workbook.
PUB DATE- 84
NOTE- 32p.; For related documents, see CE 042 257-258.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Allied Health Occupations Education; Behavioral Objectives; *Biomedical Equipment; Cardiovascular System; Equipment Utilization; Heart Disorders; *Heart Rate; Learning Activities; *Measurement Equipment; *Medical Services; *Nursing Education; Postsecondary Education; Workbooks
IDENTIFIERS- *Electrocardiograms

This student workbook is designed to assist advanced medical-surgical nursing students in understanding and making electrocardiographic (EKG) interpretations. Addressed in the seven units of the workbook are the following topics: EKG indicators, EKG ruled paper divisions, the normal cardiac cycle and pathophysiology, abnormal cardiac waves, atrial and ventricular rhythmycity, EKG heart rate determinations, and analysis of EKG strips. Each unit contains a set of specific learner-related objectives, related learning assignments, review questions or exercises, new terminology, and an introduction to the specific EKG concept covered in the unit. (MN)

ED 261 172 CE 042 317

Berlin, L. S., Ed.
Proceedings of the Annual Midwest Research-to-Practice Conference in Adult and Continuing Education (4th, Ann Arbor, Michigan, October 10-11, 1985).

Michigan Univ., Ann Arbor. School of Education.
PUB DATE- Oct 85
NOTE- 173p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; *Adult Education; *Adult Learning; Adult Literacy; Aging (Individuals); Art Education; Church Programs; Community; *Continuing Education; Criminals; Dropout Prevention; Experiential Learning; Group Dynamics; Hispanic Americans; Leadership Training; Mathematics Instruction; Microcomputers; Nontraditional Students; Nursing Education; Older Adults; Parent Education; Postsecondary Education; Preschool Education; Refugees; Science Education; Small Group Instruction; Social Support Groups; Staff Development; Theological Education; Womens Education

This document contains the following papers on practical applications of research on adult and continuing education: "Elderly Criminal Behavior: Linking Research to Practice," by Donald J. Bachand and Carl I. Brahce; "Father? Teacher? Friend? Instructor-Student Relationships in a Refugee Class," by Gary J. Bekker; "The Small Group: Understanding Its Educational Potential," "Trust in Groups: The Great Mother and Transformative Education," by Robert D. Boyd; "The Adult Learner and Microcomputer Manuals," by Allen Brue and Trenton R. Ferro; "Strategies for Educating Parents as Advocates for Public School Reform," by Suzanne Davenport; "Teacher-Generated Load: An Application of Howard Yale McClusky's Concept of Margin," by Michael Day and Jim James; "The Relationship of Teacher Psychosocial Behavior to Significant Learning in Ten Adult Instructional Groups," and "Science and Art as Guiding Metaphors in the Clinical Curriculum," by John M. Dirkx; "The Continuing Education of Clergy: A Review of the Literature," and "A Planning and Evaluation Model for Parish Programs," by Trenton R. Ferro; "Literacy and Aging," by James C. Fisher; "Adult Returning Students: Barriers to Learning Persistence and Withdrawal," by Daniele D. Flannery; "Beyond Relevance: Math as Inquiry for Specially Challenged Adults," by James Steele Foerch; "Commitment to Adult Education: How Can We Increase It?" by Laverne B. Forest; "Educational Needs of Hispanics in the Lansing, Michigan, Area: A Survey," by Carmen Gonzalez; "Methodological Issue: How Adult Learning Development Might Be Discovered," by Gail Kara; "The Impact of Staff Development/Adult Education Activities on Programs for Young Children," by Joseph Lapides; "Social Networks among Returning Women Students Enrolled in an Urban Community College Nursing Program," by Virginia McBride; "Transitional Experiences as Experimentalists Utilize Naturalistic Research Methods," by James H. McElhinney; "Women and Individuation: How Goddess Images Shape Lives," by Jean Saul Rannells; "Qualitative Methodology in the Study of Experiential Learning: A Study of Community Leadership Development," by Boyd E. Rossing; "A Study of Psychosocial Factors Related to Assuming Responsibility for Work-Related Self-Directed Learning," by Charlene A. Sexton; "Towards a New Paradigm for Translating Theory into Practice," by Howard A. Smith and Ximena Zuniga; "Adult 'Educations': Empowering the Theory and Practice of Person," by Sherman M. Stanage; "Mentoring in the Career Development of Illinois Community College Presidents," by Thomas K. Thomas; and "How Adult Educators Learn to Teach," by Elizabeth B. Williams. References are included in the papers. (KC)

ED 261 173 CE 042 318

Field, Susan; And Others
Reading a Micrometer. Fordson Bilingual Demonstration Project.
Dearborn Public Schools, Mich.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 85
NOTE- 37p.; For related documents, see CE 042 319-325.
AVAILABLE FROM- Dearborn Public Schools, 4824 Lois Avenue, Dearborn, MI 48126 ($1.50; more than 10--$1.00 each).
LANGUAGE- English; Arabic
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Arabic; Behavioral Objectives; Bilingual Education Programs; Bilingual Instructional Materials; *Equipment Utilization; Industrial Arts; Learning Activities; Learning Modules; Limited English Speaking; Measurement; *Measurement Equipment; Pretests Posttests; Pronunciation Instruction; Secondary Education; *Trade and Industrial Education; Vocabulary Development; Vocational Education; *Vocational English (Second Language)
IDENTIFIERS- *Micrometers

This vocational instructional module on reading a micrometer is one of eight such modules designed to assist recently arrived Arab students, limited in English proficiency (LEP), in critical instructional areas in a comprehensive high school. Goal stated for this module is for the student to demonstrate ability to measure using a one-inch micrometer. Each module consists of these parts: title; program goal and performance objectives; a pronunciation key; a language page which offers the pronunciation, definition, and usage of key terms in English and in Arabic; a pretest; bilingual (English and Arabic) language (vocabulary and usage) activities; evaluation; pretest and activity answer sheets; and a list of supplementary materials and their location. For each of the four activities in this module the objective, a list of materials needed, procedure, and evaluation are provided in addition to the necessary activity sheets or pages. (YLB)

ED 261 174 CE 042 319

St. John, Roger; Topolewski, Rick
Terms for Basic Electricity. Fordson Bilingual Demonstration Project.
Dearborn Public Schools, Mich.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 85
NOTE- 29p.; For related documents, see CE 042 318-325.
AVAILABLE FROM- Dearborn Public Schools, 4824 Lois Avenue, Dearborn, MI 48126 ($1 50; more than 10--$1.00 each).
LANGUAGE- English; Arabic
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Arabic; Behavioral Objectives; Bilingual Education Programs; Bilingual Instructional Materials; *Electricity; *Electronics; Industrial Arts; Learning Activities; Learning Modules; Limited English Speaking; Pretests Posttests; Pronunciation Instruction; Secondary Education; Trade and Industrial Education; *Vocabulary Development; Vocational Education; *Vocational English (Second Language)

This vocational instructional module on common terms used in the study of electricity is one of eight such modules designed to assist recently arrived Arab students, limited in English proficiency (LEP), in critical instructional areas in a comprehensive high school. Goal stated for this module is for the student enrolled in electronics courses to know how to use the most common terms in the study of electricity. Each module consists of these parts: title; program goal and performance objectives; a pronunciation key; a language page which offers the pronunciation, definition, and usage of key terms in English and in Arabic; a pretest; bilingual (English and Arabic) language (vocabulary and usage) activities; evaluation; pretest and activity answer sheets; and a list of supplementary materials and their location. For each of the three activities in this module the objective, a list of materials needed, procedure, and evaluation are provided in addition to the necessary activity sheets or pages. (YLB)

ED 261 175 CE 042 320

Topolewski, Rick
Using and Reading Voltmeters. Fordson Bilingual Demonstration Project.
Dearborn Public Schools, Mich.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 85
NOTE- 68p.; For related documents, see CE 042 318-325. Parts of document printed on colored paper.
AVAILABLE FROM- Dearborn Public Schools, 4824 Lois Avenue, Dearborn, MI 48126 ($1.50; more than 10--$1.00 each).
LANGUAGE- English; Arabic
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Arabic; Behavioral Objectives; Bilingual Education Programs; Bilingual Instructional Materials; Electric Circuits; *Electricity; *Electronics; Equipment Utilization; Industrial Arts; Learning Activities; Learning Modules; Limited English Speaking; Measurement; *Measurement Equipment; Pretests Posttests; Pronunciation Instruction; Secondary Education; Trade and Industrial Education; Vocabulary Development; Vocational Education; *Vocational English (Second Language)
IDENTIFIERS- *Voltmeters

This vocational instructional module on using and reading voltmeters is one of eight such modules designed to assist recently arrived Arab students, limited in English proficiency (LEP), in critical instructional areas in a comprehensive high school. Goal stated for this module is for the student enrolled in electronics courses to use and read voltmeters. Each module consists of these parts: title; program goal and performance objectives; a pronunciation key; a language page which offers the pronunciation, definition, and usage of key terms in English and in Arabic; a pretest; bilingual (English and Arabic) language (vocabulary and usage) activities; evaluation; pretest and activity answer sheets; and a list of supplementary materials and their location. For each of the six activities in this module the objective, a list of materials needed, procedure, and evaluation are provided in addition to the necessary activity sheets or pages. (YLB)

ED 261 176 CE 042 321

Ochsner, Alan
Machine Tool Layout: Outlining a Basic Shape on Flat Steel. Fordson Bilingual Demonstration Project.
Dearborn Public Schools, Mich.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 85
NOTE- 56p.; For related documents, see CE 042 318-325.
AVAILABLE FROM- Dearborn Public Schools, 4824 Lois Avenue, Dearborn, MI 48126 ($1 50; more than 10--$1.00 each).
LANGUAGE- English; Arabic
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Arabic; Behavioral Objectives; Bilingual Education Programs; Bilingual Instructional Materials; Industrial Arts; Learning Activities; Learning Modules; Limited English Speaking; *Machine Tools; Machinists; *Measurement; Pretests Posttests; Pronunciation Instruction; Secondary Education; *Sheet Metal Work; Trade and Industrial Education; Vocabulary Development; Vocational Education; *Vocational English (Second Language)

This vocational instructional module on outlining a basic shape on flat steel is one of eight such modules designed to assist recently arrived Arab students, limited in English proficiency (LEP), in critical instructional areas in a comprehensive high school. Goal stated for this module is for the student enrolled in a machine tool course to construct a basic outline on a piece of flat steel. Each module consists of these parts: title; program goal and performance objectives; a pronunciation key; a language page which offers the pronunciation, definition, and usage of key terms in English and in Arabic; a pretest; bilingual (English and Arabic) language (vocabulary and usage) activities; evaluation; pretest and activity answer sheets; and a list of supplementary materials and their location. For each of the 12 activities in this module the objective, a list of materials needed, procedure, and evaluation are provided in addition to the necessary activity sheets or pages. (YLB)

ED 261 177 CE 042 322

Vick, James E.
Automobile Engine: Basic Ignition Timing. Fordson Bilingual Demonstration Project.
Dearborn Public Schools, Mich.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 85
NOTE- 70p.; For related documents, see CE 042 318-325.
AVAILABLE FROM- Dearborn Public Schools, 4824 Lois Avenue, Dearborn, MI 48126 ($1.50; more than 10--$1.00 each).
LANGUAGE- English; Arabic
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Arabic; *Auto Mechanics; Behavioral Objectives; Bilingual Education Programs; Bilingual Instructional Materials; *Engines; Learning Activities; Learning Modules; Limited English Speaking; Pretests Posttests; Pronunciation Instruction; Secondary Education; Trade and Industrial Education; Vocational Education; *Vocational English (Second Language)
IDENTIFIERS- *Ignition Systems

These two vocational instructional modules on basic automobile ignition timing and on engine operation, four-stroke cycle, are two of eight such modules designed to assist recently arrived Arab students, limited in English proficiency (LEP), in critical instructional areas in a comprehensive high school [illegible] goal stated for this module is for the student enrolled in automobile courses to learn the correct basic ignition timing of an automobile engine and to explain the operation of the automobile engine during the four-strokes of the operating cycle and to identify the various parts of the engine. Each module consists of these parts: title; program goal and performance objectives; a pronunciation key; a language page which offers the pronunciation, definition, and usage of key terms in English and in Arabic; a pretest; bilingual (English and Arabic) language (vocabulary and usage) activities; evaluation; pretest and activity answer sheets; and a list of supplementary materials and their location. For each activity the objective, a list of materials needed, procedure, and evaluation are provided in addition to the necessary activity sheets or pages. Each module contains three activities. (YLB)

ED 261 178 CE 042 323

Pizzino, Ray
Printers' System of Measure. Fordson Bilingual Demonstration Project.
Dearborn Public Schools, Mich.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 85
NOTE- 23p.; For related documents, see CE 042 318-325.
AVAILABLE FROM- Dearborn Public Schools, 4824 Lois Avenue, Dearborn, MI 48126 ($1.50; more than 10--$1.00 each).
LANGUAGE- English; Arabic
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Arabic; Behavioral Objectives; Bilingual Education Programs; Bilingual Instructional Materials; Graphic Arts; Industrial Arts; Learning Activities; Learning Modules; Limited English Speaking; *Measurement; Pretests Posttests; *Printing; Pronunciation Instruction; Secondary Education; Trade and Industrial Education; Vocabulary Development; Vocational Education; *Vocational English (Second Language)

This vocational instructional module on the printers' system of measure is one of eight such modules designed to assist recently arrived Arab students, limited in English proficiency (LEP), in critical instructional areas in a comprehensive high school. Goal stated for this module is for the student enrolled in graphics courses to learn the printers' system of measure. Each module consists of these parts: title; program goal and performance objectives; a pronunciation key; a language page which offers the pronunciation, definition, and usage of key terms in English and in Arabic; a pretest; bilingual (English and Arabic) language (vocabulary and usage) activities; evaluation; pretest and activity answer sheets; and a list of supplementary materials and their location. For each of the four activities in this module the objective, a list of materials needed, procedure, and evaluation are provided in addition to the necessary activity sheets or pages. (YLB)

ED 261 179 CE 042 324

Field, Susan
Welding: Safety Clothing. Fordson Bilingual Demonstration Project.
Dearborn Public Schools, Mich.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 85
NOTE- 27p.; For related documents, see CE 042 318-325.
AVAILABLE FROM- Dearborn Public Schools, 4824 Lois Avenue, Dearborn, MI 48126 ($1.50; more than 10--$1.00 each).
LANGUAGE- English; Arabic
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Arabic; Behavioral Objectives; Bilingual Education Programs; Bilingual Instructional Materials; Learning Activities; Learning Modules; Limited English Speaking; Pretests Posttests; Pronunciation Instruction; *Safety; *Safety Equipment; Secondary Education; Trade and Industrial Education; Vocabulary Development; Vocational Education; *Vocational English (Second Language); *Welding

This vocational instructional module on safety clothing for welding is one of eight such modules designed to assist recently arrived Arab students, limited in English proficiency (LEP), in critical instructional areas in a comprehensive high school. Goal stated for this module is for the student enrolled in welding classes to learn the terminology of safety clothing and be able to dress for arc welding. Each module consists of these parts: title; program goal and performance objectives; a pronunciation key; a language page which offers the pronunciation, definition, and usage of key terms in English and in Arabic; a pretest; bilingual (English and Arabic) language (vocabulary and usage) activities; evaluation; pretest and activity answer sheets; and a list of supplementary materials and their location. For each of the four activities in this module the objective, a list of materials needed, procedure, and evaluation are provided in addition to the necessary activity sheets or pages. (YLB)

ED 261 180 CE 042 325

Stanyar, Angela
Safe Driving and Road Signs. Fordson Bilingual Demonstration Project.
Dearborn Public Schools, Mich.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 85
NOTE- 45p.; For related documents, see CE 042 318-325.
AVAILABLE FROM- Dearborn Public Schools, 4824 Lois Avenue, Dearborn, MI 48126 ($1.50; more than 10--$1.00 each).
LANGUAGE- English; Arabic
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Arabic; Behavioral Objectives; Bilingual Education Programs; Bilingual Instructional Materials; *Driver Education; Learning Activities; Learning Modules; Limited English Speaking; Pretests Posttests; Pronunciation Instruction; Secondary Education; *Signs; *Traffic Control; *Traffic Safety; Vocabulary Development; Vocational Education; *Vocational English (Second Language)

This vocational instructional module on safe driving and road signs is one of eight such modules designed to assist recently arrived Arab students, limited in English proficiency (LEP), in critical instructional areas in a comprehensive high school. Goal stated for this module is for the student preparing for driver's education to recognize, pronounce, and identify traffic signs and define their usage and importance. Each module consists of these parts: title; program goal and performance objectives; a pronunciation key; a language page that offers the pronunciation, definition, and usage of key terms in English and in Arabic; a pretest; bilingual (English and Arabic) language (vocabulary and usage) activities; evaluation; pretest and activity answer sheets; and a list of supplementary materials and their location. For each of the six activities in this module the objective, a list of materials needed, procedure, and evaluation are provided in addition to the necessary activity sheets or pages. (YLB)

ED 261 181 CE 042 332

Pestle, Ruth E.
Voluntary Simplicity: A Lifestyle Option.
Home Economics Education Association, Washington, D.C.
PUB DATE- 84

NOTE- 41p.
AVAILABLE FROM- Home Economics Education Association, 1201 Sixteenth Street, NW, Washington, DC 20036 (Publication No. A261-08460).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Behavioral Objectives; Check Lists; Classroom Techniques; Clothing Instruction; Conservation Education; Cooking Instruction; *Daily Living Skills; Energy Conservation; Food; Guidelines; *Home Economics; *Homemaking Skills; Home Management; Housing; Interpersonal Competence; Interpersonal Relationship; Learning Activities; *Life Style; Nutrition; *Practical Arts; Secondary Education; Textiles Instruction; Values Clarification; *Vocational Education
IDENTIFIERS- *Voluntary Simplicity

This guide provides practical ideas for incorporating the concept of voluntary simplicity into home economics classes. Discussed in the first chapter are the need to study voluntary simplicity, its potential contributions to home economics, and techniques and a questionnaire for measuring student attitudes toward the concept. The remaining chapters contain suggested classroom techniques and learning activities for use in incorporating the concept of voluntary simplicity into the following topics typically addressed in home economics courses: housing (energy use in the home, orientation of a home to the sun, and natural ways to warm and cool a home); foods and nutrition (energy use in cooking and food production, consideration of complementary proteins in food selection, and energy efficiency in the kitchen); clothing and textiles (dressing to keep warm or cool, extending the life of clothing, managing energy in clothing care and through window treatments, and selecting accessories for the home); and interpersonal relations (exploring life-styles, contributing to one's community, and helping and cooperating with others). Concluding the guide are lists of resource films and filmstrips, magazines and guides, vegetarian cookbooks, and organizations. (MN)

ED 261 182 CE 042 333

Prediger, Dale J.; Sawyer, Richard L.
Ten Years of Student Career Development: A Nationwide Study.
PUB DATE- 85
NOTE- 13p.; Paper presented at the American Association for Counseling and Development Convention (New York, NY, April 2-5, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Choice; Career Education; *Career Guidance; *Career Planning; Comparative Analysis; *Educational Attitudes; Grade 8; Grade 11; High School Students; Longitudinal Studies; *National Surveys; *Outcomes of Education; Secondary Education; Student Attitudes; Trend Analysis
IDENTIFIERS- *Student Career Development

Two national surveys (one administered to 18,129 students in 1973 and the other administered to 15,432 students in 1983) collected data concerning such indicators of the career development of junior and senior high school students as reactions to career guidance services and career planning involvement. Whereas 78 percent of the 11th graders would have liked help with career planning in 1973, only 71 percent desired such help in 1983. Sixty-six percent of the 11th graders responding in 1983 reported receiving "some" or "a lot of" help with career planning as opposed to only 50 percent 10 years earlier. Although significantly more of the 1983 respondents realized that persons do not tend to remain in one job for their entire working lives, more than half of the 8th and 11th graders polled in 1983 were under the misconception that the earlier individuals choose a career the better. The percentage of students aspiring to careers in the personal, social, and health occupations decreased from 31 percent in 1973 to 13 percent for 8th graders and from 27 percent to 14 percent for 11th graders. Although students are apparently receiving more help with career planning, fewer students were "fairly sure" of their first career choice in 1983 than in 1973. (Seven tables are appended to this report). (MN)

ED 261 183 CE 042 335

Adult Literacy Education Program. New York State Participant Data 1983-1984.

New York State Education Dept., Albany. Bureau of Curriculum Development.; New York State Education Dept., Albany. Div. of Adult and Continuing Education Programs.

PUB DATE- 85
NOTE- 28p.; Photographs will not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Adult Programs; Adult Students; Delivery Systems; Demography; Educational Benefits; Educational Demand; Educationally Disadvantaged; Educational Needs; Enrollment; Financial Support; *Literacy Education; *Outcomes of Education; Participation; Program Costs; *Statewide Planning; *Student Characteristics
IDENTIFIERS- *New York

In 1983-1984 the adult literacy program in the State of New York served 78,195 adults. Fifty-one percent were female, 17 percent had completed less than 5 years of formal education, 24 percent considered a language other than English as their native language, 46 percent were between the ages of 16 and 24, 42 percent were between the ages of 25 and 44, 26 percent were black, another 26 percent were Hispanic, and 38 percent were white. Data concerning the social profile of the students revealed that 13,602 were recipients of public assistance, 2,316 were handicapped, 19,538 were immigrants, and 43,598 were unemployed. The number of contact hours per student averaged 66 hours and 40 minutes, with a total of 4,300 years of elementary education and 1,616 years of high school instruction provided. The following were among the goals achieved by program participants: 2,299 learned to read, 12,680 received high school equivalency diplomas, 4,977 went on to further education and training, 345 became U.S. citizens, 3,617 unemployed participants found jobs, and 1,727 received a job upgrading or salary increase. The cost of the literacy education services provided averaged $2.17 per hour or $160 per diploma. (MN)

ED 261 184 CE 042 337

Bhola, H. S.
Skills Development Training in the Consultancy Mode: An Experience in Ecuador.
PUB DATE- 15 Oct 85
NOTE- 33p.; Paper presented at the Nationwide Vocational Education Dissemination Conference (8th, Columbus, OH, October 15-17, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Basic Education; Case Studies; Competency Based Education; *Consultation Programs; Cooperative Planning; Delivery Systems; *Developing Nations; Educational Cooperation; Educational Needs; Educational Philosophy; Educational Planning; Educational Practices; Evaluation Methods; Foreign Countries; *Instructional Design; *Instructional Systems; Job Training; Models; Program Evaluation; Program Implementation; School Business Relationship; *Skill Development; *Vocational Education
IDENTIFIERS- CLER Model; *Ecuador

A group of instructional planners from the United States was invited to help establish a vocational skills development project to help meet the need for adequately trained workers in Ecuador's small- and medium-sized enterprises in the industrial, service, commercial and agricultural sectors of the economy. A logicodialetical model called the CLER model was used in the conceptualization of the project. The CLER model assumes that the probability of a change event depends on the following: optimization of configurational relationships (C) and linkages (L) among the social configurations in the change event, the environments (E) to which the various social configurations in the change event are responding, and the resources (R) available to the social configurations. The project was intended to develop a training technology that would incorporate the principles of competency-based instruction, establish learning resource centers to undergird the new training technology, and institutionalize linkages between the training system to be proposed and the private sector. Training will be offered in the consultancy mode, and the training model will consist of five stages: demand, diagnosis, definition, design, and delivery. The project, which is still in the preliminary planning stage, is slated to have a built-in evaluation system that will use both formalized and naturalistic methods of evaluation. (MN)

DOCUMENT RESUME

ED 261 185 CE 042 340

Gebo, Emma M., Ed.
Idaho Teen Living for the Junior High. Adult Living for the Senior High. Vocational Home Economics Curriculum Guide.
Idaho State Dept. of Education, Boise. Div. of Vocational Education.
PUB DATE- Sep 85
NOTE- 251p.; Document contains colored paper.
AVAILABLE FROM- Idaho Vocational Education Curriculum Dissemination Center, University of Idaho, Moscow, ID 83843 (in state--$10.00; out of state--$15.00).
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Child Development; Clothing Instruction; Course Content; *Daily Living Skills; Educational Resources; Family Environment; *Family Life Education; *Home Economics; Homemaking Skills; *Home Management; Learning Activities; Money Management; Parenthood Education; Secondary Education; State Curriculum Guides; Units of Study; Vocational Education
IDENTIFIERS- Idaho

Developed following an intensive information-gathering process conducted by Idaho home economics teachers, this guide is designed to be used for a full-year vocational home economics course in the junior high school and in the senior high school. The foundation for both of the courses is the multiple roles individuals fill as homemakers and wage earners. At the junior high level, the "Teen Living" curriculum is designed to focus upon the adolescent as a contributing member in a home and family situation, while at the senior high level, the "Adult Living" curriculum is designed to focus upon the teenager as an individual preparing to assume, or already assuming, the responsibilities of a leader in a home and family life situation. The "Teen Living" and "Adult Living" sections of this curriculum guide are organized into six units focusing on identical topics: coordinating work life and family life, nurturing human development, economics and managing resources, feeding and nourishing the family, meeting personal and family textiles needs, and creating a living environment. Each section in both guides begins with a statement of rationale and focus. Each includes a scope and sequence, an outline of the competencies and sub-competencies that should be taught as part of the curriculum (keyed to learning experiences including Future Homemakers of America activities that could be used to help students achieve the competency) and resources to be used for the suggested learning experiences. (KC)

ED 261 186 CE 042 341

Bruno, Sam J., Ed.
Business Communication: From the Ideal to the Practicable. Association for Business Communication Southwest Division 1985 Proceedings (New Orleans, Louisiana, March 7-9, 1985).
Houston Univ., Tex. Clear Lake City Branch.
PUB DATE- Jul 85
NOTE- 146p.
AVAILABLE FROM- Sam J. Bruno, University of Houston-Clear Lake, 2700 Bay Area Blvd., Houston, TX 77058.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Business Communication; Business Correspondence; Business Education; Career Choice; *Communication Problems; Computer Oriented Programs; Conference Proceedings; Content Analysis; Course Content; *Course Organization; Curriculum Design; *Educational Innovation; Employer Attitudes; Grading; Periodicals; Readability; Research; Sex Bias; Sex Differences; Sex Fairness; *Sex Stereotypes; *Student Evaluation; Teacher Attitudes; Videotape Recordings; Writing (Composition)

These proceedings present 12 articles that suggest opportunities for scholars and practitioners to contribute to business communication. The papers are organized into four sections, each composed of three papers. The papers in Part I, Specialized Communication Techniques, are: "Does Style Affect the Reader's Image of the Writer?" (James Suchan), "A Preliminary Study of the Effects on Reader Behavior of Changes in the Order of Material Presented: A 'Discussion Paper'" (Richard Wiegand), and "Promoting Vertical Communication through Survey Feedback" (Stephen R. Axley). Part II contains papers concerned with curriculum implications: "An Investigation of Business/Organizational Communication Courses in AACSB-Accredited Schools of Business--Trends in Structure and Content" (Robert B. Mitchell, Marian C. Crawford), "A Comparative Study of Business Employers and Educators Concerning Most Significant Business Communication Topics" (Timothy W. Clipson, Marlin C. Young), and "A Long-Term Look at the Readability of Selected Business Periodicals" (Gary L. Clark, Jerry Geisler). The papers in Part III deal with gender perceptions for communication: "An Empirical Study of Sex-Characteristic Stereotypes versus Sex-Role Stereotypes Affecting Women in Management" (Leann K. Ellis, et al.), "Male-Female Differences in Communicating Job-Related Humor: An Exploratory Study" (Joe A. Cox, et al.), and "Can Sex-Biased Communication Affect Business Students' Career Decisions?" (Sallye S. Benoit, L. Wayne Shell). Part IV offers suggestions for innovative teaching and evaluation: "Video Cases" (Joseph F. Ceccio, Diana C. Reep), "Holistic Grading in Business Communications" (Lorrie M. Steerey), and "Using Personal Computer for Textual Analysis" (Arthur B. Smith). (YLB)

ED 261 187 CE 042 342

Brill, Donald M.

The Impact of High Technology on Vocational, Technical and Adult Education and Related Topics.

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.

SPONS. AGENCY- Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
PUB DATE- 85
NOTE- 86p.; Document contains small type. Cover title: Impact High Tech; Star of the Snowbelt: Wisconsin; Costar: Technical Education; Chief Supporting Actor: State Government.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Education; Change Strategies; Curriculum Development; Delivery Systems; Demand Occupations; *Educational Needs; Educational Policy; Emerging Occupations; Employment Patterns; Futures (of Society); Instructional Improvement; Job Training; Labor Force Development; Labor Needs; Needs Assessment; Policy Formation; Postsecondary Education; Program Improvement; School Business Relationship; School Role; Secondary Education; *Statewide Planning; *Technical Education; *Technological Advancement; Trend Analysis; *Vocational Education
IDENTIFIERS- Impact Studies; *Wisconsin

In order to respond effectively to the profound impact that high technology has had on the labor market in Wisconsin, members of the Wisconsin Board of Vocational, Technical, and Adult Education (VTAE) must address a number of key human, curriculum, policy, and technological concerns. State VTAE agencies must close ranks, maintain close communication, and engage in joint ventures while at the same time respecting individual agency role differentiations. In addition to maintaining a work orientation, VTAE should expand services, even in the area of vocational courses, to senior citizens. Special attention should be given to developing labor market-relevant training in the areas of waste technology, information services, computer literacy, computer networking, and personnel development. As in North Carolina, VTAE should be designated the presumptive deliverer of labor force training and should establish networks among teachers, coordinators, and representatives of business and industry. As custodian of information and knowledge brokers, VTAE should use state-of-the-art education technology and provide technical assistance and services to Wisconsin business and industry seeking Federal contracts. (Appendixes to this report include a bibliography and a newspaper article on U.S. trade difficulties.) (MN)

ED 261 188 CE 042 344

Harman, David

Adult Education in the United States: Its Scope, Nature, and Future Direction. Occasional Paper No. 105.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

PUB DATE- 85
NOTE- 24p.
AVAILABLE FROM- National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (OC105--$2.75).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; *Adult Education; *Continuing Education; Educational Needs; *Educational Trends; *Futures (of Society); Industrial Education; *Participant Characteristics; Postsecondary Education; *Program Implementation; Teacher Qualifications

IDENTIFIERS- *United States

In recent years, adult education has been experiencing a major growth spurt. In a 1982 survey, the National Center for Education Statistics (NCES) reported that more than 21 million people over the age of 17 attended adult education activities during 1981, an increase of 3 million in 3 years. The NCES conception of adult education is a relatively narrow one, which results in conservative figures. Persons most likely to participate in adult education are middle-class, white, and high school or college graduates. Women are more likely than men to participate. Much of the adult education activity is job-related, and most participants are in their 20s and 30s. More than 37 million different courses were offered in 1981, but only about 3 percent of the courses were aimed at remedying adult illiteracy. Types of adult education are courses carried out by a variety of schools and recreation departments, continuing education courses offered by professional organizations, "second chance" programs for persons who were inadequately educated in childhood, and employer-sponsored education and training. Adult education activities will continue to expand in the years to come. To meet the challenges of adult education, adult educators will have to be trained to understand adulthood and meet the needs of adult students. (KC)

ED 261 189 CE 042 345

Super, Donald E.
New Dimensions in Adult Vocational and Career Counseling. Occasional Paper No. 106.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
PUB DATE- 85
NOTE- 44p.
AVAILABLE FROM- National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (OC106--$3.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Counseling; *Adult Development; Adult Learning; Adults; Career Choice; *Career Counseling; *Career Development; Career Planning; *Counseling Techniques; Developmental Stages; Developmental Tasks; Goal Orientation; *Models; Occupational Tests; Vocational Aptitude; Vocational Education; Vocational Interests; Vocational Maturity

One of the new dimensions of vocational and career counseling is the recognition of the continuity in careers. Despite periods of unemployment and despite a radical change of occupations, the person having these experiences of change is still the same person. Although a career involves the life pursuits of a person, there are several differing conceptions of what characterizes a career. Models that are frequently used are the rocket model, the rolling mill model, the stability model, the rainbow model, and the life-stage model. The concepts of developmental tasks and of the life stages into which they can generally be grouped, as exemplified by the life-stage model, led to the development of the concept of "career maturity." Career maturity has been defined as readiness to cope with the developmental tasks appropriate to one's life stage. The model of adult maturity or adaptability has evolved from recent work. A new model of career assessment is clearly needed, one that is more comprehensive and more developmental than the classical matching model. One such model--the developmental assessment model--resembles the classical model, but has differences, including ascertaining the relative importance of the work role and other major roles in the life scheme of the client. This new model may lead to a new "quiet revolution" in counseling. (KC)

ED 261 190 CE 042 346

Glaser, Robert
The Nature of Expertise. Occasional Paper No. 107.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.

PUB DATE- 85
NOTE- 26p.
AVAILABLE FROM- National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (OC107--$3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Development; *Cognitive Structures; *Learning Processes; *Learning Strategies; Memory; Pattern Recognition; Postsecondary Education; *Problem Solving; Secondary Education
IDENTIFIERS- *Experts

Information-processing students solving problems in the 1960s and 1970s accepted the tradition of early experimental psychology in concentrating primarily on the study of "knowledge-lean" tasks in which competence can usually be acquired over short periods of learning and experience. In recent years, experts have examined knowledge-rich tasks that require hundreds and thousands of hours of learning and experience in an area of study. Investigations of problem solving in knowledge-rich domains show strong interactions between structures of knowledge and cognitive processes. Data and theory in developmental psychology, studies of expert/novice problem solving, and process analyses of high and low scorers on intelligence and aptitude test tasks show that a major component of expertise is seen to be the possession of accessible and usable knowledge. Five generalizations can be made about the nature of expertise: first, there seems to be a continuous development of competence, as experience in a field accumulates; second, expertise seems to be very specific; third, experts develop the ability to perceive large, meaningful patterns; fourth, the knowledge of experts is highly procedural; and fifth, these components of expertise enable fact-access pattern recognition and representational capability that facilitate problem perception, greatly reducing the role of memory search and general processing. Increased understanding of the nature of expertise challenges educators to inquire how it is learned. It seems evident that expertise is acquired when people continually try to confront new situations in terms of what they know. Thus, when teaching beginners, teachers must build from initial knowledge structures. Acquiring expertise is the successive development of procedurally oriented knowledge structures that facilitate the processes of expertise. (KC)

ED 261 191 CE 042 347

Standards for Developming Quality Vocational Education Programs.
Report of the Committee.

Iowa State Dept. of Public Instruction, Des Moines.

PUB DATE- 85

NOTE- 48p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Advisory Committees; Course Content; Course Organization; Curriculum; Definitions; Educational Facilities; Educational Finance; *Educational Policy; Equipment; Evaluation; Guidelines; Money Management; *Policy Formation; Secondary Education; Staff Development; State Curriculum Guides; *State Standards; Student Organizations; Teacher Qualifications; Teacher Role; *Vocational Education

A task force was created in Iowa to develop state standards for vocational education programs. From the task force, a standards committee with four objectives was created. These objectives were (1) to collect and study existing standards, (2) to ascertain changes and/or additions needed to assure quality programs for students of vocational education in Iowa, (3) to prepare a document that specifies the standards for quality vocational education programs in the state, and (4) to make recommendations for implementation of the standards. This report contains the standards developed by the committee. Standards are included for each of the following 10 topics: program offerings, evaluation, instructor load, funding and finance, advisory councils and advisory committees, staff, vocational student organizations, facilities and equipment, written programs of instruction and courses of study, and staff development. Indicators of meeting the standard are given for each one. Appendixes to the report include the mission statement of the standards committee, a glossary of terms used in the standards, and some examples of standards. (KC)

ED 261 192 CE 042 348

Standards for Quality Vocational Home Economics Education Programs in Iowa.

Iowa State Dept. of Public Instruction, Des Moines.; Iowa Univ., Iowa City.
PUB DATE- Jun 85
NOTE- 78p.; For a related document, see CE 042 349.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Advisory Committees; Curriculum; Educational Facilities; Educational Finance; Equipment; Guidelines; *Home Economics; Money Management; *Occupational Home Economics; Program Evaluation; Secondary Education; Staff Development; State Curriculum Guides; *State Standards; Student Organizations; Teacher Qualifications; Teaching Methods; Vocational Education

IDENTIFIERS- *Iowa

This publication contains nine standards developed for vocational home economics programs in Iowa. The first part of the document is an introduction that describes the development of the standards, sets forth the goal of vocational education, defines and sets the goal of home economics, outlines the purposes, characteristics, and topics of the standards, and explains, with an example, how to use the standards. The second section of the guide contains the standards for staff, curriculum, evaluation, teaching, advisory committees, vocational student organizations, facilities and equipment, funding and financing, and staff development of vocational home economics programs in the state. Indicators that standards have been met are shown. The final section of the guide is a glossary of terms used in the standards. (KC)

ED 261 193 CE 042 349

State of Iowa Scope and Sequence for Vocational Home Economics.
Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.
PUB DATE- 85
NOTE- 74p.; For a related document, see CE 042 348. Small print and the use of colored paper may affect legibility.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Articulation (Education); Child Development; Consumer Economics; *Course Content; *Course Organization; Curriculum; Family Life Education; Foods Instruction; *Home Economics; Housing; Money Management; Nutrition Instruction; Occupational Home Economics; Parenthood Education; Secondary Education; *State Curriculum Guides; Textiles Instruction; Units of Study
IDENTIFIERS- *Iowa

This scope and sequence guide for vocational home economics programs in Iowa discusses the most important dimensions of the program and describes the general purposes of programs along with factors that affect them, both in general and for Iowa specifically. The introductory chapter of the guide sets the context and the mission and also includes a description of the scope and sequence charts and a listing of the descriptive material that follows the charts. The introductory chapter is followed by scope and sequence charts on child development; clothing and textiles; family life and parenting; food and nutrition; housing, home furnishings, and equipment; and management and consumer economics. The third section of the guide focuses on planning and organizing the curriculum, and includes suggestions for articulation of home economics classes, an illustrated scope and sequence chart (showing suggested applications for various levels of students), and a scope and sequence work chart (a blank form for the instructor's use). The final section of the guide describes program components such as Future Homemakers of America/Home Economics Related Occupations (FHA/HERO), outreach, technology, and educational equity. (KC)

ED 261 194 CE 042 351

Williams, Victoria
Research and Evaluation of Tutor Skills Training Project. REDEAL Research Report #4.
Athabasca Univ., Edmonton (Alberta).
SPONS. AGENCY- Alberta Advanced Education and Manpower, Edmonton.
PUB DATE- Sep 80
NOTE- 98p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Adult Education; *Distance Education; Educational Development; Educational Research; *Interpersonal Communication; *Job Skills; Program Development; Program Evaluation; Program Implementation; Skill Development; *Student Behavior; Teacher Attitudes; *Training; Tutoring; *Tutors
IDENTIFIERS- Athabasca University AB; Project REDEAL

A research and development program studied various aspects of the skills required by the telephone tutors in distance education at Athabasca University. The pilot project trained volunteers in interpersonal communication skills. Measures of effectiveness taken before and after training indicated that the tutors participating in the training program view it positively, that the training is effective in producing increases in interpersonal behavior, and that these gains transfer to the live tutoring situation. The levels of verbal interaction were still short of effective levels indicated in previous research. To give more specific information on the effect of tutor interpersonal skills on learner behavior, two separate experimental programs were initiated. Experiment 1 examined the personal skills of three tutors to determine their levels of functioning and the possible effect of that level of functioning on student behavior. All three tutors were quite low in the facilitative conditions. Data indicated that more open-ended questioning on the part of the tutor led to a better student progress rate. The second study examined the interpersonal skill level of two tutors who had engaged in interpersonal skills training. Results indicated that a higher functioning tutor was more effective on all student outcome measures. Recommendations for improving tutor training were made. Eight pages of references and bibliography are included. (Instruments are appended.) (YLB)

ED 261 195 CE 042 353

Weidman, John C.
Retention of Nontraditional Students in Postsecondary Education.
PUB DATE- Apr 85
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31 - April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Academic Persistence; *Adult Students; College Attendance; College Students; *Dropout Research; *Dropouts; Educational Research; Higher Education; Measures (Individuals); Nontraditional Students; *Postsecondary Education; School Holding Power; *Student Attrition; Withdrawal (Education)

Two recent studies proved the usefulness of predictors of academic performance and conceptual models that were developed primarily from research on traditional college students for the study of retention among nontraditional adult students in conventional postsecondary programs. Some modifications and extensions were suggested. The first study investigated the accuracy with which conventional demographic and achievement measures would differentiate between persisters and nonpersisters among adult students at Youngstown State University. A stepwise discriminant analysis identified four variables that explained 25 percent of the variance in the study population: financial aid, grade point average, matriculation status, and age. Using these four variables in the discriminant function to classify persisters and nonpersisters resulted in the correct classification of 81 percent of the study population--88 percent of the nonpersisters and 57 percent of the persisters. The second study explored the appropriateness of the conceptual model developed by Tinto from research on dropout among traditional college students for understanding dropout among a nontraditional student group (older, mostly minority women on welfare) enrolled in a postsecondary nondegree vocational training program. Findings indicated program completion was related not to personal background characteristics but to academic aptitude and the significance of students' integration to both academic and non-academic sectors. (YLB)

ED 261 196 CE 042 354

Hotchkiss, Lawrence; Dorsten, Linda Eberst
Outcomes of Career Guidance and Counseling in High School.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 85
NOTE- 46p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1984).
GRANT- NIE-G-83-0005
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Counseling; Career Education; *Career Guidance; *Counseling Effectiveness; Educational Research; *Guidance Programs; *High Schools; Longitudinal Studies; *Outcomes of Education; Secondary Education
IDENTIFIERS- High School and Beyond (NCES); *Impact; Impact Studies

A study assessed the impacts of an entire career guidance program in a school. Research on the effects of guidance and counseling using high school students gave an overall picture of research on guidance interventions as providing conflicting conclusions and as being confounded by complex interactions between student and program characteristics as well as by type of treatment. Evaluating the impact of career guidance was made difficult due to diffuse goals, objectives, and methods and alternative interpretations of guidance functions. The study assessed effects of school career guidance programs on five outcomes: locus of control, self-esteem, perceived ability to complete college, educational expectation, and occupational expectation. Data were part of the High School and Beyond survey database. Five broad categories of variables were used: outcomes, career guidance program characteristics, lagged outcome measures, socioeconomic background and ascribed status characteristics, and geographic regions. The statistical analyses consisted of cross-lagged regressions in which time-two measures of outcomes are dependent variables and the regressors are comprised of lagged endogenous variables and exogenous variables. These data indicated that attending a school with an active career guidance program did not have much effect of any of the outcomes studied. A five-page list of references concludes the paper. (YLB)

ED 261 197 CE 042 355

Campbell, James B.
Our Changing Work Force--Your Challenge & Opportunity.
PUB DATE- 15 Oct 84
NOTE- 19p.; Paper presented at the Association of Independent Colleges and Schools Convention (Maui, HI, October 14-17, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; Higher Education; *Job Training; *Labor Force Development; Postsecondary Education; *Proprietary Schools; *School Business Relationship; *School Role; Small Businesses; Vocational Education
IDENTIFIERS- *Corporate Support

For several years the U.S. Chamber of Commerce has been actively involved in educational and training affairs. Small businesses must overcome some inertia to become again interested in educational reform and training. The conflict that will occur between them and community-based groups that have been filling the void will only help the educational and training systems. Business organizations are interested in educational and training reforms and programs for a number of reasons: the dropout problem leading to skills shortages, demographic changes, and retraining midcareer and older workers. The business community sees proprietary schools as having the ability to respond quickly, to place students, and to retrain and upgrade. Proprietary schools must look at themselves, articulate strengths and weaknesses, and engage in public relations. The idea of developing a national youth policy is regaining interest and momentum. While the public educational delivery system has already failed or turned off dropouts, the flexibility and effectiveness of proprietary schools has been proven. Challenges to proprietary schools are as follows: training illiterate Americans, contracting with industry to do training for them, cooperating with public and private non-profit schools, keeping up with technological advances, and associating with accrediting organizations. (YLB)

DOCUMENT RESUME

ED 261 198 CE 042 357

O'Connell, Carol
How to Start a School/Business Partnership. Fastback 226.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-226-7
PUB DATE- 85
NOTE- 35p.
AVAILABLE FROM- Phi Delta Kappa Educational Foundation, Eighth Street and Union Avenue, Box 789, Bloomington, IN 47402 ($.75).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Educational Improvement; Elementary Secondary Education; Organization; Philanthropic Foundations; Planning; *Program Development; *Program Evaluation; *Program Implementation; *School Business Relationship; Vocational Education
IDENTIFIERS- *Partnerships

The purpose of this practical guide is to increase the awareness of both educators who are responsible for building school partnerships and corporate leaders as to how school partnerships can contribute to education. Kinds of school/business partnerships are discussed, and the services provided by partners are listed. These steps in establishing and maintaining partnerships are then outlined: planning, organizing, implementing, and evaluating. Samples and examples are provided. Organization of an education foundation is also described, and sources of more information on organizing and managing them are cited. An appendix provides a list of corporations or professional organizations involved in partnerships (and their addresses) and a brief description of the activities they sponsor. A bibliography is included. (YLB)

ED 261 199 CE 042 361

Keeping Your School in Compliance with Veterans' Administration and Applicable State Laws and Regulations. Bulletin 1553. Revised.

Louisiana State Dept. of Education, Baton Rouge. Bureau of Veterans' Education and Training.

PUB DATE- Jul 84
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Compliance (Legal); Federal Aid; *Federal Legislation; *Federal Regulation; Guidelines; Higher Education; Laws; Postsecondary Education; *State Legislation; Student Financial Aid; Training Allowances; Veterans; *Veterans Education
IDENTIFIERS- *Louisiana; *Veterans Administration

This pamphlet contains guidelines for educational institutions that offer training to veterans and certain dependents and survivors of veterans, to keep them in compliance with present laws and regulations. Its intended audience includes veterans, schools, Department of Veterans' Affairs, Veterans' Administration (VA), and state approval officials. Information is provided that should be helpful in the normal day-to-day problems that arise in schools in connection with the G.I. programs. Section I presents information applicable to noncollege degree schools. Topics include approval procedures, use of VA forms, schedules and clock-hour measurement, 85-15 percent ratio requirement, extensions, and approval information. Section II provides these types of information for institutions of higher learning: approval procedures, criteria of approval, program of education, prior credit, attendance, and keeping approval updated. In section III is found information on other topics such as VA counseling, school liability, supervisory visits, compliance surveys, examination and retention of records, entitlement and delimiting dates, nontraditional courses, and criteria for schools approved as accredited and nonaccredited. Section IV provides information on miscellaneous topics, including television courses and Educational Assistance Allowance. An index to VA Education Regulations is attached. (YLB)

ED 261 200 CE 042 366

Career Planning Support System. Final Report.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. National Diffusion Network.
PUB DATE- 85
NOTE- 204p.
GRANT- G008202190
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adoption (Ideas); *Career Guidance; Career Planning; *Counseling Services; *Counselor Training; Delivery Systems; Demonstration Programs; *Guidance Programs; Information Dissemination; Instructional Development; Material Development; *Program Development; Program Evaluation; Program Implementation; Publicity; Questionnaires; Records (Forms); Resource Materials; School Activities; Secondary Education; Staff Development; Teacher Workshops; *Technical Assistance
IDENTIFIERS- *Career Planning Support System; National Diffusion Network Programs

The Career Planning Support System (CPSS) is a career guidance mechanism designed to provide the organizational structure and detailed procedural steps required to install or improve a schoolwide career development program. Rather than prescribing the specific career development activities schools should use, CPSS provides a means for schools to focus their career development program on the unique needs of their own students and within the bounds of their own resources. A project was undertaken to disseminate information about CPSS across the country and to assist interested schools in adopting it. During the course of the project materials for use in adoption decisions, training instruction, and program management and evaluation were developed. Adoption agreements were negotiated with State facilitator grantees and educational service providers, and technical assistance and staff training were provided to potential adopters. The quality and effectiveness of the CPSS adoptions were monitored and evaluated, and a system to identify and train certified trainers was implemented. (Attachments to this report include the executive summary of a National evaluation study of CPSS, a CPSS decision guide, informational and promotional material on CPSS, a CPSS awareness workshop and training plan, sample adoption agreement and reporting forms, awareness materials and awareness session questionnaires, a CPSS certified training agreement, and an aggregate data section.) (MN)

ED 261 201 CE 042 368

Sansregret, Marthe
Recognition of Prior Learning. The Portfolio. Andragogical Counselor's Guide.
John Abbott Coll., Sainte Anne de Bellevue (Quebec).
SPONS. AGENCY- Quebec Dept. of Education, Quebec.
REPORT NO.- ISBN-2-551-06552-6
PUB DATE- 85
NOTE- 174p.; For related documents, see CE 042 369-370. English translation funded by the Federation des Cegeps du Quebec and the Quebec Ministere de l'Enseignement Superieur, de la Science et de la Technologie.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; *Adult Students; *College Credits; *Experiential Learning; Goal Orientation; Independent Study; *Material Development; *Portfolios (Background Materials); Postsecondary Education; *Prior Learning; Work Experience

This guide is designed to help the counselor work with adult students who cannot attend the 45-hour course on portfolio development and must prepare a portfolio within a program of independent studies. Chapter I gives an overview of the place that andragogical counselors occupy within the academic structure, their educational background, and some basic rules regarding their role. Chapter II corresponds to chapter II of the student's guide. It gives the counselor an overview of all the steps required in the preparation of the portfolio. Examples from the student's guide are followed by notes to the counselor and a list of objectives that the students should have reached. Chapter III is a practical example of the principles described in chapter II. Two example portfolios are provided. A list of references is appended. (YLB)

ED 261 202 CE 042 369

Sansregret, Marthe
Recognition of Prior Learning. Administrator's Guide.
John Abbott Coll., Sainte Anne de Bellevue (Quebec).
SPONS. AGENCY- Quebec Dept. of Education, Quebec.
REPORT NO.- ISBN-2-551-06553-4

PUB DATE- 85
NOTE- 80p.; For related documents, see CE 042 368-370. English translation funded by the Federation des Cegeps du Quebec and the Quebec Ministere de l'Enseignement Superieur, de la Science et de la Technologie.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; *Adult Students; *College Credits; *Experiential Learning; Goal Orientation; *Portfolios (Background Materials); Postsecondary Education; *Prior Learning; *Program Implementation; Work Experience

This guide is designed for administrators of universities, colleges, school boards, and private institutions who wish to consider the implementation of a program for the recognition of prior learning within their institutions. To explain the possibility of transferring learning skills, some examples of the recognition of prior learning are presented in chapter I. Chapter II provides an overview of the various steps that preceded the writing of this guide and gives the sources of the information. Chapter III presents a brief history of the recognition of prior learning. Chapter IV deals with the rationale for the recognition of prior learning in academic institutions. Chapter V facilitates the understanding of the vocabulary that is used for the recognition of experiential learning. A few definitions and propositions are presented. The ways of recognizing learning acquired in a nontraditional way are explained in chapter VI. Chapter VII covers quality control. Chapter VIII gives an overview of the main parties involved in the program for the recognition of prior learning, and chapter IX proposes to administrators an operational model in 12 steps and identifies the various groups of participants. Resources are listed. Four pages of references are included. (YLB)

ED 261 203 CE 042 370

Sansregret, Marthe
Recognition of Prior Learning. The Portfolio. Student's Guide.
John Abbott Coll., Sainte Anne de Bellevue (Quebec).
SPONS. AGENCY- Quebec Dept. of Education, Quebec.
REPORT NO.- ISBN-2-551-06551-8
PUB DATE- 85

NOTE- 161p.; For related documents, see CE 042 368-369. English translation funded by the Federation des Cegeps du Quebec and the Quebec Ministere de l'Enseignement Superieur, de la Science et de la Technologie.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; *Adult Students; *College Credits; *Experiential Learning; Goal Orientation; Independent Study; *Material Development; *Portfolios (Background Materials); Postsecondary Education; *Prior Learning; Work Experience

This guide provides the adult student with information on developing a portfolio. Chapter I is designed to give the student an idea of what is involved when one participates in a program for the recognition of prior learning. Chapter II covers the various steps that the student will have to undertake to review his/her life and work experience, identify career and educational objectives, and identify and verify prior learning and the correspondence of this learning to credit courses. Information is also presented on projecting an educational program and receiving information about requests for credit and recognition by the assessors. References are listed. (YLB)

ED 261 204 CE 042 381

Pratley, Beryl
A Review of 16-19 Education. Signposts '85. Second Edition .
Further Education Unit, London (England).
REPORT NO.- ISBN-0-946469-245
PUB DATE- Sep 85
NOTE- 68p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; College Programs; Comparative Analysis; Curriculum; Curriculum Development; Delivery Systems; Disabilities; Disadvantaged; Educational Change; Educational Demand; Educational Needs; Educational Objectives; Educational Policy; *Educational Trends; Enrollment; *Enrollment Trends; Foreign Countries; *General Education; Outcomes of Education; Participation; Part Time Students; Policy Formation; Postsecondary Education; Program Administration; Program Content; Program Evaluation; Public Policy; State of the Art Reviews; *Student Characteristics; Trend Analysis; Unemployment; *Vocational Education; Youth Programs
IDENTIFIERS- Special Needs Students; *United Kingdom

Of those 16-year-olds who stay on in full-time education, almost half choose to do so in further (adult) education. Although the percentage of students enrolled in general education programs has fallen off slightly since 1980, this group still forms the largest single group of 16-to-19-year-old students in the United Kingdom. Of all of the areas of adult education, vocational preparation is the one that has developed most dramatically since 1980. The Youth Training Scheme, which was developed in 1983, merged two previously distinct programs--Unified Vocational Preparation and the Youth Opportunities Program. Services for special needs students and for students between the ages of 14 and 18 have experienced a particularly dramatic increase. Another recently developed alternative form of part-time study for unemployed youth is the Technical and Vocational Initiative Aim (TVIA). A state action plan implemented in Scotland in 1984 has made development of TVIA in that country particularly rapid, with about 650 40-hour prevocational modules already in existence in August 1984. (Appendixes to this review include participation statistics, examination entries of the major further education bodies in 1984, a list of objectives and cores of various programs of study, a glossary of abbreviations, and references and suggestions for further reading.) (MN)

ED 261 205 CE 042 382

A Modern Curriculum for Office Employment: A Framework for Coping with Technological Change. An FEU View.

Further Education Unit, London (England).

REPORT NO.- ISBN-0-946469-04-0
PUB DATE- Jul 85
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Automation; *Business Education; *Curriculum Development; Data Processing; Educational Change; *Educational Needs; Foreign Countries; Influences; *Information Processing; Job Training; Labor Market; Labor Needs; Needs Assessment; Office Machines; *Office Occupations Education; Position Papers;

Postsecondary Education; Program Administration; Program Evaluation; Systems Approach; *Technological Advancement
IDENTIFIERS- *Great Britain

The rapidity with which information processing equipment is changing has necessitated the development of business and office occupations curricula with a more generalized approach to the technology of information processing. Educational planners should use a systems approach rather than the more traditional components approach to develop curricula to provide (1) a broad understanding of business activities, (2) the competencies necessary to perform information processing tasks, (3) an understanding of the underlying business principles and processes that are common to different types of organizations using different technologies, and (4) the personal qualities necessary for successful adjustment to the changing demands of society and employment in business. Examining and validating bodies should redesign business and office curricula to include an initial intensive period of study and should break down existing subject barriers and integrate the subject matter around the types of tasks that students will encounter in different business contexts. College teachers must obtain a sound knowledge of microelectronics applications coupled with an understanding of the applications of communication and numeracy skills within their particular business specialty and should adopt a team approach to instructional delivery. (A table enumerating information processing tasks needed by workers in modern offices along with relevant elements of information processing and potential applications of information technology is appended.) (MN)

ED 261 206 CE 042 383

Marketing FE. A Feasibility Study.

HR & H Marketing Research International, Ltd., London (England).

SPONS. AGENCY- Further Education Unit, London (England).
REPORT NO.- ISBN-0-946469-09-1
PUB DATE- Jul 85
NOTE- 133p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Education; Advertising; Advisory Committees; Change Strategies; College Programs; Coordination; Data Collection; Delivery Systems; Educational Cooperation; Educational Needs; Educational Planning; Educational Policy; Feasibility Studies; Foreign Countries; Interviews; *Marketing; National Surveys; Needs Assessment; Policy Formation; Postsecondary Education; Program Implementation; Program Improvement; *Publicity; Public Relations; Questionnaires; Salesmanship; School Business Relationship; School Community Relationship; Staff Development; *Student Recruitment
IDENTIFIERS- *Educational Marketing; *Great Britain

A study evaluated procedures currently used to market adult education at five colleges in Great Britain. Data were collected from roundtable discussions with the principals and vice-principals of the five participating colleges and from interviews and questionnaires administered to staff members from each college and to representatives of businesses or industries located in the same cities as the colleges. The necessity for marketing adult education was generally accepted, and basic marketing concepts appeared to be widely understood by those surveyed. Although at least some marketing was going on in all of the schools, the mechanisms, skills, and resources backing up the marketing efforts were patchy. Current marketing efforts were found to lack an overall marketing strategy or policy and failed to coordinate their efforts sufficiently. Colleges wishing to enhance their marketing of adult education should establish and maintain full student and industry databases, identify and take steps to meet the needs of local industry, reexamine the role of advisory committees, target their marketing efforts, and develop a corporate identity. (Appendixes to this report include selected reactions of representatives of the five colleges to the study findings, the names and titles of the persons in the study sample, and the study questionnaires.) (MN)

ED 261 207 CE 042 384

Supporting YTS. Guidance on Supporting and Evaluating YTS for Colleges and Others Involved in the MSC Youth Training Scheme. Third Edition.

Further Education Unit, London (England).

REPORT NO.- ISBN-0-946469-88-1

PUB DATE- May 85

NOTE- 110p.; For earlier editions, see ED 230 716 and ED 245 122.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Adult Education; Check Lists; College Programs; Core Curriculum; Curriculum Development; *Delivery Systems; Educational Objectives; Educational Planning; Evaluation Criteria; Evaluation Methods; Foreign Countries; Glossaries; Guidelines; *Job Training; National Surveys; On the Job Training; Orientation; Outcomes of Education; Postsecondary Education; Program Content; Program Design; *Program Evaluation; Program Implementation; Staff Development; Student Certification; *Student Evaluation; Work Experience Programs; *Youth Programs

IDENTIFIERS- United Kingdom; *Youth Training Scheme

This guide is intended to assist those responsible for supporting and evaluating a Youth Training Scheme (YTS) program in Great Britain. The first section contains an overview of the objectives and design of YTS. Addressed for the Certificate of Prevocational Education, a sample work learning guide (planned work experience and on-the-job training, off-the-job training, induction, initial assessment, participative learning, and guidance and review); outcomes (competence in a job and in a range of occupational and transferable core skills, ability to transfer skills and knowledge to new situations, and personal effectiveness); integration (negotiation and planning, design of core area learning opportunities, certification, and review and assessment); and evaluation (scheme evaluation and staff development). Appendixes to the guide include the membership list of the supporting YTS Study Group, a YTS core skills checklist, the core requirements for the Certificate of Prevocational Education, a sample work learning guide and instructional diagram, a description of the regional curriculum base, descriptions of YTS programs in Sussex and South Bedfordshire, the results of a survey evaluation of the role of further (adult) education in YTS, a bibliography, and a glossary of terms and abbreviations. (MN)

ED 261 208 CE 042 386

Miguel, Richard J., Ed.
Education and Employment: Where We Are and Where We Ought to Go. Annual Policy Forum Proceedings.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- May 85
NOTE- 84p.
GRANT- NIE-G-83-0005-P-4
LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Basic Skills; Cognitive Development; Cooperative Programs; Coordination; Educational Cooperation; Educational Objectives; *Educational Policy; *Educational Practices; Educational Research; *Employment Qualifications; Industrial Education; Job Search Methods; Job Training; On the Job Training; Outcomes of Education; *Policy Formation; Postsecondary Education; School Counseling; School Role; Student Placement; Teleconferencing; Vocational Education; Work Attitudes
IDENTIFIERS- Special Needs Students

These proceedings summarize the information exchanged at a teleconference involving more than 3,000 participants focusing on the following aspects of the relationship between schooling and employment: (1) what employers are looking for in employees, (2) employers' priorities in making hiring decisions, and (3) education and training on the job. Included in the volume are an introduction, a transcript of the teleconference, a series of audioconference questions and answers, a conference evaluation, suggestions for further reading, and a directory of conference facilitators and sites. Addressed in the questions-and-answers section are the following topics: collaboration, basic skills, cognitive skills, attitudes, job search skills, training, cooperative learning, special populations, guidance counseling and placement, and the role of vocational education in preparation for employment. (MN)

ED 261 209 CE 042 387

Habeck, Rochelle V., Ed.; And Others

Economics and Equity in Employment of People with Disabilities: International Policies and Practices. Proceedings from the Symposium (East Lansing, Michigan, April 28-May 2, 1984).

Michigan State Univ., East Lansing. Univ. Center for International Rehabilitation.

SPONS. AGENCY- National Inst. of Handicapped Research (ED), Washington, DC.

PUB DATE- Jul 85

NOTE- 237p.; Symposium also sponsored by the Ford Motor Company, German Marshall Fund, Sony Corporation of America, and the World Rehabilitation Fund.

GRANT- G008005487

AVAILABLE FROM- Human Resources Center, I.U. Willets Road, Albertson, NY 11507 ($3.50, plus $1.50 postage and handling).

LANGUAGE- English

EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Affirmative Action; Change Strategies; Cooperative Planning; Cooperative Programs; Coordination; *Disabilities; Educational Cooperation; Educational Needs; *Educational Opportunities; Educational Planning; Educational Practices; Educational Trends; *Employment Opportunities; Employment Patterns; *Employment Practices; Employment Programs; Employment Services; Equal Education; Equal Opportunities (Jobs); *Foreign Countries; Futures (of Society); Government Role; Government School Relationship; Needs Assessment; Policy Formation; Postsecondary Education; Public Policy; School Business Relationship; Trend Analysis; Vocational Education; *Vocational Rehabilitation

IDENTIFIERS- Canada; Great Britain; Japan; Poland; Sweden; United States; West Germany

This volume contains the following presentations: "An Overview of Policy Issues," by Donald Galvin; "Policies for the Employment of Disabled People,' by Norman Acton; "A Corporate Perspective," by Jane Belau; "The Future of Work for People with Disabilities--A View from Great Britain," by Paul Cornes; "A Sociopolitical Perspective," by Harlan Hahn; "Employer Initiatives--Policy Approaches," by Kenneth Mitchell; "A Review of U.S. Corporate-Sponsored Programs for Accommodation and Early Intervention," by Frederick Collignon; "A Disability Management Program for Employees: The Federal Government as Employer," by L. Deno Reed and Richard P. Melia; "The AFL-CIO as a Partner in Employment for Disabled People," by Rod DuChemin; "Early Rehabilitation in the Workplace," by Juhani Karjula; "Impact of Employee Assistance and Risk Management on Disability Costs," by Edward J. Hester; "Employer Initiatives--Policy Implementation," by David Evert; "Pilkington Group PLC Rehabilitation Scheme," by D. M. Jones; "A Transitional Work Center at the Workplace," by Ken Wright; "An Assessment System that Matches Abilities with Job Requirements to Facilitate Reintegration of Disabled People into Employment," by Erich Mittelsten Scheid; "How to Develop a System to Adapt Work Sites," by Gerd Elmfeldt; "Government Initiatives," by Robert McConnell; "Employment in the Context of Disability Policy," by John H. Noble, Jr.; "Quota System Policy in the Federal Republic of Germany," by Kurt-Alphons Jochheim; "The Japanese Quota System and the Role of the National Association for the Employment of the Handicapped," by Ryosuke Matsui; "Affirmative Action Policy in the United States," by David L. Brigham; "Ontario Workers' Compensation Board Vocational Rehabilitation Division: Service Strategies," by John D. Carroll; "Hoensbroeck Vocational Training Centre," by Jan Albers; "Partnership Initiatives," by Herb Mosher; "The Swedish Approach to Employing the Disabled," by Birger Sjostrom; "GIRPEH: A New Approach to a Social Problem: Employment for the Handicapped," by Annick Mallet; "The Projects with Industries Approach," by Jim Geletka; "The Kodak Approach," by Robert Jones; "A Partnership Approach to Unite the Private and Public Sectors to Achieve Employment Goals for Disabled People," by Geraldine H. Gobeli; "A View of Vocational Rehabilitation in Poland: The Invalids' Cooperatives," by Chrisann Schiro Geist and Glen Geist; "REMPLOY--Its Work and Its People," by Terry True; "Strategies to Facilitate the Transition from School to Employment of Disabled Young People," by Trevor R. Parmenter; and "Future Trends and the Implications for Policy and Employment of Disabled Persons," by Frank Bowe. Also included are reactors' comments to various papers and a series of papers summarizing symposium outcomes and recommendations for the future. Appendixes contain various components of the ERTOMIS assessment system and a list of presenters. (MN)

ED 261 210 CE 042 392

Information for Agents or Solicitors of Louisiana Proprietary Schools. Bulletin #1430.

Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.

PUB DATE- 85

NOTE- 10p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)

DESCRIPTORS- Accountability; Codes of Ethics; *Laws; *Marketing; Postsecondary Education; *Proprietary Schools; Public Relations; *State Standards; *Student Recruitment; Vocational Education; *Vocational Schools

IDENTIFIERS- *Louisiana

This information is designed to assist agents or solicitors in the task of helping proprietary schools alleviate the current criticism and complaints relative to unlawful and unethical practices in the marketing area of the industry. The definition of an agent or solicitor is provided. Information is presented on the ethical conduct of agents. The terms "approved" and "accredited" are also defined. The following laws and regulations governing agents are provided: statutes relating to agents, Proprietary School Commission Regulations relating to agents, and guides and regulations pertaining to agents promulgated by the Federal Trade Commission. "Guidance Counselor" is defined in terms of the duties he/she performs. The accountability of schools for actions of agents is also discussed. (YLB)

DOCUMENT RESUME

ED 261 211 CE 042 394

North Carolina State Plan for Vocational Education. Three Year Plan. Fiscal Years 1986-1988.

North Carolina State Board of Education, Raleigh.

PUB DATE- 10 Sep 85
NOTE- 173p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Disabilities; Disadvantaged; Dislocated Workers; Educational Administration; *Educational Finance; *Educational Planning; Financial Support; Postsecondary Education; *Program Development; Secondary Education; *Statewide Planning; *Vocational Education
IDENTIFIERS- *North Carolina

This three-year state plan for vocational education in North Carolina for fiscal years 1986, 1987, and 1988 begins with the certifications of the plan. The next section deals with such concerns as compliance, fund distribution, provisions, program evaluation, funding of programs, needs assessment, expenditures, and programs to serve the handicapped and disadvantaged. The major portion of the plan provides descriptions of administration of vocational education and delegation of responsibilities; public hearings; services and activities for the handicapped and disadvantaged; planned programs, services, and activities that use Federal funds (these 3 areas described in 3 tables covering 45 pages); distribution of funds to economically depressed areas; methods of administration; joint planning and coordination with other agencies; comments on the plan; exceptions to submitting local applications; programs for dislocated workers; progress made in achieving goals; and criteria used to identify economically disadvantaged families or individuals. Appendixes include a cooperative agreement between the State Board of Education and the State Board of Community Colleges, definitions of terms used in the Act, comments and responses on the State Plan, and State Administration Organization--secondary and postsecondary. (YLB)

ED 261 212 CE 042 401

Moore, Barbara A.
Vocational Health Occupations Teacher Education. Model Curriculum.
Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.
PUB DATE- 82
NOTE- 99p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Allied Health Occupations Education; *Competence; *Educational Needs; Educational Research; Inservice Teacher Education; *Models; Needs Assessment; Postsecondary Education; Preservice Teacher Education; Secondary Education; *Teacher Education; *Teaching Skills; Vocational Education Teachers

This document reports the research efforts in Louisiana to develop a model teacher preparation program in health occupations education (HOE). Chapter I describes the procedures used to develop a current profile of HOE teachers in Louisiana and to determine the educational needs of HOE teachers. Chapter II is a report on the research that identified the professional education competencies needed by HOE teachers and that determined their present level of competency. An 11-page table illustrates results indicating perceived importance and teacher's individual assessment of competence for each of the 155 competencies. Chapter III describes the steps taken in the development of a Vocational Health Occupations Teacher Education Model for Louisiana. The final draft containing six educational options is presented. Requirements for each option are detailed. Descriptions follow of the courses to be developed in order to implement the various options. Objectives are listed for each course. Appendixes, amounting to over one-third of the report, include cover letters and instruments, minimum requirements for teachers of secondary and postsecondary health occupations programs, classification of instructional programs in health occupations, and suggested readings. (YLB)

ED 261 213 CE 042 409

Competency-Based Curriculum Guide for Introduction to Business. Grades 9-12. Bulletin No. 1729.

Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.

PUB DATE- 85
NOTE- 120p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Banking; Behavioral Objectives; Business Correspondence; *Business Education; Career Planning; Citizenship Responsibility; *Communications; Computers; *Consumer Education; Course Content; Course Descriptions; Credit (Finance); *Economics; High Schools; Insurance; Investment; Learning Activities; *Money Management; Secondary Education; State Curriculum Guides; *Transportation; Vocabulary

This curriculum guide is intended to assist business teachers in enabling students to develop consumer-business and socioeconomic competencies necessary for success in this competitive free enterprise system. Introductory materials include suggested teacher activities. Materials for 12 units are provided. Each unit contains these components: time element, rationale, general performance objective(s)/goal(s), specific performance objective(s) and mastery criteria, content outline, listings of required and supplementary teaching-learning activities, and a vocabulary list. Topics include the nature of business in the American economic system; responsibilities of citizenship; relationship among government, business, and labor; the consumer in the American economic system; role and function of financial institutions; personal money management; savings and investment; wise use of credit; insurance as a means of protection; the computer and the individual; and career planning. Lists of resources include books, catalogs, audiovisual materials, and publications. (YLB)

ED 261 214 CE 042 412

Office Occupations Curriculum Course Guide. Postsecondary. 1984 Revision. Bulletin 1665.

Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.

PUB DATE- 84

NOTE- 85p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Accounting; Business Correspondence; Business Education; Business English; Course Descriptions; Course Objectives; Data Processing; Employment Opportunities; File Clerks; Filing; Individual Development; *Information Processing; Information Storage; Office Machines; *Office Occupations Education; Postsecondary Education; Recordkeeping; *Secretaries; Shorthand; State Curriculum Guides; Taxes; *Typewriting; Vocabulary; Word Processing
IDENTIFIERS- Business Law; Business Mathematics; Civil Service; Income Taxes; Louisiana

This curriculum course guide lists requirements for the various courses that could be offered in an office occupations program in the postsecondary vocational-technical schools of Louisiana. Descriptions are provided for these curricula: account clerk, administrative/office assistant, secretary/stenographer (including three specialized areas: legal secretary, medical secretary, and technical secretary), typist-clerk, and information processor operator. Each description contains this information: approximate hours and months needed to complete the curriculum, overview of curriculum content, objectives, possible job opportunities, and subjects required. The course descriptions that follow provide these types of information: course title, course description, prerequisites, objective, and content outline. These courses are included: accounting I, II, III; business correspondence; business English; business law; business machines; business mathematics I, II; civil service training; clerical payroll; cost accounting; governmental accounting; income tax processing; information processing; introduction to business; machine translation; office procedures; payroll accounting; personal development; records management/filing; shorthand I, II, III; typewriting I, II, III; and vocabulary. Lists of suggested texts for each of these courses are attached. (YLB)

ED 261 215 CE 042 414

Curriculum Development for a Multicultural Society: Policy and Curriculum. An FEU View.

Further Education Unit, London (England).

REPORT NO.- ISBN-0-946469-69-5
PUB DATE- Sep 85
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Blacks; *Curriculum Development; *Educational Policy; *Equal Education; Foreign Countries; *Multicultural Education; Needs Assessment; *Policy Formation; Postsecondary Education; *Racial Discrimination
IDENTIFIERS- *Great Britain

This document collects examples of policies of local education agencies (LEAs), colleges, and others in the area of multicultural education. Guidelines are also presented for those who haven't fully generated and applied policy in this area. Chapter One is an introduction. Chapter Two contains a checklist of questions to enable others to test the assumption that a multicultural society is an important issue for further education. Three broad headings of questions are equal opportunities, multicultural issues, and issues of racism. The questions are cross-referenced with Chapter Three, which offers a series of examples of college and LEA policies, with extracts from documents. Chapter Four contains some preliminary examples of college practice from two different multicultural settings. Main points from surveys of black communities about local further education provision are presented. Appendixes include a listing of documents on education in a multicultural society, a brief summary of the sources of evidence related to education in a multicultural society and to the effects of racism in society, a glossary of terminology in multicultural education, and information on Further Education Unit activity. (YLB)

ED 261 216 CE 042 416

Fahy, Patrick J.

Students' Needs as the Impetus for Individualization in Adult Basic Education.

PUB DATE- 12 Jul 85
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adult Basic Education; *Adult Students; Comparative Analysis; Educational Attitudes; Educational Benefits; *Educational Needs; Family Influence; Family Problems; Group Instruction; Health Needs; Individual Instruction; *Individualized Instruction; Individual Needs; Interviews; Needs Assessment; *Student Attitudes; *Student Needs

A number of adult basic education (ABE) students who had spent time in both traditional, group-paced ABE or high school equivalency programs and experimental individualized learning conditions were interviewed concerning their preferences with respect to these two instructional approaches. The following three conclusions emerged from the interviews: ABE students who return to school after bad experiences as children or adolescents are keenly aware of their previous educational failures; even for those who can handle the academic challenges of ABE, problems often arise in coping with the dual roles of adult and student; and adult students often have extenuating health or family pressures that necessitate special accommodation efforts on the part of instructors. Data from these interviews and from other studies suggest that it is not personal inadequacies but rather school-related problems that are responsible for most withdrawals from ABE programs; these data underscore the need for treating adult students as individuals and providing adult learners with learning choices so that they may (1) remove themselves from frustrating or boring situations, (2) adjust when other responsibilities demand priority, and (3) exercise the same self-direction in learning that they both enjoy and are expected to use in other areas of their lives. (MN)

ED 261 217 CE 042 421

McKee, William L.; Froeschle, Richard C.
Where the Jobs Are. Identification and Analysis of Local Employment Opportunities.
Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.
REPORT NO.- ISBN-0-88099-029-5
PUB DATE- 85
NOTE- 183p.
AVAILABLE FROM- W.E. Upjohn Institute for Employment Research, 300 South Westnedge Avenue, Kalamazoo, MI 49007 (Paper--$11.95, ISBN-0-88099-029-5; cloth--$16.95, ISBN-0-88099-028-7). 0-88099-028-7).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Career Counseling; Data Analysis; Data Collection; Economic Factors; *Economic Research; Employment; *Employment Opportunities; Employment Patterns; Evaluation Criteria; Evaluation Methods; Geographic Regions; Guidelines; Information Sources; Information Utilization; *Labor Market; *Labor Needs; Labor Supply; Land Use; Models; *Needs Assessment; Political Influences; *Research Methodology; Trend Analysis; Urban Areas

This monograph is designed to provide nontechnical users, including policymakers, program planners, curriculum developers, career counselors, and job development and placement specialists, with an introduction to applied labor market analysis of local conditions. Addressed in the individual chapters of the guide are the following topics: the nature of the analytical process; the spatial element of the geography of labor markets (labor markets, political versus economic definitions of a geographic area, and urban development and land use patterns); local area industrial analysis (using a six-step analytical process and linking industry analysis with occupational structure); an integrated approach to identifying occupational job opportunities (supply/demand analysis; occupational analysis; combination of industrial and occupational analysis, the occupational process model, and qualitative occupational analysis); application of labor market information in career counseling; and uses of labor market information. Appendixes to the monograph include a discussion of fundamental concepts, a listing of sources of labor market information, an industrial evaluative model, and an examination of the relationship between economic base analysis and the local economy. (MN)

ED 261 218 CE 042 422

Karmos, Joseph S.; Karmos, Ann H.
Strategies for Problem Solving.
Southern Illinois Univ., Carbondale.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 85
NOTE- 95p.; For related documents, see ED 250 478 and CE 042 423.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Course Content; Curriculum Development; *Educational Needs; Educational Trends; Futures (of Society); *Guidelines; Interpersonal Competence; *Models; Postsecondary Education; *Problem Solving; Secondary Education; *Skill Development; Teaching Methods; Vocational Education

Problem-solving skills are becoming increasingly important in the workplace, and more schools are including them in the curriculum. Knowledge of problem solving will be critical to a work force that is dealing with advanced technology, yet many students have yet to master these skills. Based on this premise, this guide attempts to show how students can be taught problem-solving skills and provides a model for problem solving, along with examples. Following an introduction, the guide contains seven sections. The first section proposes a five-step model for problem solving, and addresses the need for transferring these skills to all areas of life. In the second section, general guidelines for problem solving are given, including those developed by deBono and Whimbey and Lochhead. The third section focuses on some specific problem-solving strategies, such as thinking aloud, trial and error, working backwards, finding all the possibilities, time management, logical and critical reasoning, and gathering and analyzing data. The fourth section extends the five-step model for problem solving, while the section following discusses higher-order problem-solving skills and suggests simulations. In the sixth section, interpersonal skills are examined, while the final section outlines problem solving in groups. References for further use are suggested throughout the guide. (KC)

ED 261 219 CE 042 423

Daniels, M. Harry; And Others
Toward the Adoption and Utilization of a Model, Strategies and Procedures for Introducing Change Skills Instruction into Vocational Programs.
Southern Illinois Univ., Carbondale. Coll. of Education.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- Jul 85
NOTE- 74p.; For related documents, see ED 250 478 and CE 042 422.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adoption (Ideas); Change Agents; *Change Strategies; Competency Based Education; *Educational Change; Educational Innovation; Educational Strategies; *Models; Postsecondary Education; Problem Solving; Secondary Education; *Skill Development; *State Programs; Statewide Planning; Teaching Methods; *Vocational Education; Workshops
IDENTIFIERS- *Illinois

This project presented a conceptual model for adapting with change and the strategies and procedures for introducing change skills instruction into vocational programs to groups of vocational educators and administrators at sites throughout Illinois. Following the presentations, the project directors solicited feedback from the persons who attended about the heuristic value of the conceptual model and the practical utility of the various strategies and procedures for introducing change skills instruction. The project also attempted to integrate the products developed through this project with the strategies used by the Competency-Based Vocational Education (CBVE) Project. This final report of the project includes documentation of all project activities; a summary of the evaluative feedback from workshop participants; a summary of the technical assistance provided to the CBVE sites; and strategies, procedures, and methods for disseminating the information generated in the project. A major portion of the final report consists of copies of major ideas and articles disseminated by the staff. (KC)

ED 261 220 CE 042 424

Miller, Pamela F.
Vocational Ethics Infusion Project. Final Project Report.
Norris City-Omaha Community Unit District #3, IL.

SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 30 Jun 85
NOTE- 30p.
CONTRACT- R-31-15-X-0367-522
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Career Education; *Educational Needs; Elementary Secondary Education; *Ethical Instruction; Ethics; *Interdisciplinary Approach; Moral Values; State Surveys; *Teacher Attitudes; Values Clarification; Values Education; *Vocational Education; *Vocational Education Teachers; Work Attitudes

To determine the current state of the art of the teaching of vocational ethics in the state of Illinois, a survey of Illinois educators was conducted in the spring of 1985. A sample of 650 teachers were asked if and to what extent vocational ethics were currently being taught in their state. About 50 percent of the teachers, kindergarten through postsecondary, responded. Of these respondents, 78 percent regarded vocational ethics as an appropriate area of instruction, and 92 percent agreed that understanding vocational ethics would help students obtain and keep a job after graduation. However, only 21 percent reported that vocational ethics are currently being taught in their schools. Many Illinois educators believe that vocational ethics should be introduced to students early in the school career. Of the areas selected by the respondents as currently including the teaching of vocational ethics, career education was selected most often. While most reported that a course on vocational ethics was not available at their schools, indirect teaching through teacher-student interaction was reported by many. Nearly all the educators indicated that they currently include vocational ethics at least occasionally in their curriculum. While there was strong agreement on the importance of the topic, there was little agreement on the teaching of vocational ethics as a specific course. As a group, Illinois educators favored teaching vocational ethics indirectly over teaching a specific course. About two-thirds of this report consists of copies of the computerized data files of the study survey. (KC)

ED 261 221   CE 042 429

McCormick, Fred C.; McCormick, Eileen R.
A Third-Party Evaluation to Assess the Impact of the Quality Assistance Plan. Final Report.
Educational Operations Concepts, Inc., St. Paul, Minn.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- Jun 85
NOTE- 32p.; For a related document, see CE 042 430.
CONTRACT- R-31-25-X-0334/0341-496
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Innovation; Information Dissemination; Postsecondary Education; *Program Development; Program Effectiveness; Program Implementation; *Program Improvement; School Districts; Secondary Education; Staff Development; *State Programs; Statewide Planning; *Technical Assistance; *Vocational Education
IDENTIFIERS- *Illinois; Impact Evaluation

In 1984, the State Board of Education, Department of Adult, Vocational, and Technical Education (DAVTE), contracted with an outside evaluator to assess the impact of the Illinois Quality Assistance Plan (QAP). (The QAP is a state-funded program for locally initiated, developed, implemented, and evaluated projects that was begun in Fiscal Year 1982.) The assessment involved an in-depth study of the QAP projects funded in Fiscal Years 1982 and 1983. It included review of the applications and reports, a survey of participants and non-participants, on-site visitations, and follow-up interviews of those projects. The study found that the QAP affected both personnel and program development. Not surprisingly, of all possible QAP activities, attending workshops, visiting business and industry, and visiting exemplary programs had the greatest effect on teachers, while developing or updating curriculum had the greatest effect on students. Also, more impact resulted from QAP activities in those projects that participated in the QAP both years. Participants in QAP activities were enthusiastic about the opportunities that were provided and shared many examples of the tangible effects they had experienced. However, the study also identified problem areas that related to local education agencies, such as lack of knowledge of QAP, failure to disseminate QAP processes and products, and lack of self-evaluation activities in QAP projects. Recommendations were made for increasing teacher awareness of the QAP, involving educators in QAP needs assessment and operation, developing procedures for identifying high-priority needs for funding, sharing QAP products and processes, and designing evaluation activities. (KC)

ED 261 222 CE 042 430

McCormick, Fred C.; McCormick, Eileen R.
The Quality Assistance Plan for Vocational Education in Illinois.
Educational Operations Concepts, Inc., St. Paul, Minn.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- Jun 85
NOTE- 159p.; For a related document, see CE 042 429.
CONTRACT- R-31-25-X-0334/0341-496
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Innovation; Information Dissemination; Postsecondary Education; *Program Development; Program Effectiveness; Program Implementation; *Program Improvement; School Districts; Secondary Education; *State Programs; Statewide Planning; *Technical Assistance; *Vocational Education
IDENTIFIERS- *Illinois

The Quality Assistance Plan (QAP) for Vocational Education in Illinois is a state-funded program for locally initiated, developed, implemented, and evaluated projects that was begun in Fiscal Year 1982. Its purpose is to build the capacity, in each educational setting, for the improvement of vocational education programs. That improvement should be such that each student will be assured of readiness for either immediate employment or continued education in preparation for later employment. In its four years of existence, the QAP has provided mini-grants to some 769 projects, an average of 192 projects per year. Grant sizes have ranged from $850 to $10,000, depending upon the vocational reimbursement amount of the applicant institution. Applicants have included secondary schools, secondary area vocational centers, community colleges, and state agencies. During Fiscal Year 1983, it was determined that one of the Fiscal Year 1984 research projects would be a third-party evaluation to assess the impact of the Quality Assistance Plan. This document was prepared as one of two final products associated with that third-party evaluation. Its contents include (1) an introduction to the QAP and impact assessment design, (2) data on project impact assessments, (3) state-level technical assistance, (4) technical assistance for QAP writers, and (5) major conclusions and 19 recommendations. Over half of the document contains such exhibits as QAP survey results and survey package, brochure, funding levels, memoranda, and workshop materials. (KC)

ED 261 223 CE 042 442

Research in Fiber Optics: Implications for Fiber Optics in Vocational-Technical Education. Final Report 1984-85.

Bergen County Vocational-Technical High School, Hackensack, N.J.

SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.

PUB DATE- 85

NOTE- 144p.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Course Content; *Curriculum Development; Educational Needs; *Educational Research; High Schools; *Lasers; Postsecondary Education; *Technical Education; *Telecommunications; Vocational Schools

IDENTIFIERS- *Fiber Optics; New Jersey (Bergen County)

This project was conducted to determine the vocational, technical, and scientific skills and knowledge needed to work with the fiber optics applications that are in all areas of technology. A research assistant was hired by the project director to collect data and develop a research base for the project. Information was gathered through a combination of written and verbal contact with members of industry, examination of current research, and analysis of the learning required for the field of fiber optics. As a result of the research, a three-course curriculum (252 hours) outline was developed for Bergen County Vocational-Technical School (New Jersey). The curriculum was based on analysis of typical job responsibilities in the field, and noted a distinction between learning that required college-level preparation and learning that could be presented in a technical education environment. The report includes the curriculum guide for the three courses (Introduction to Modern Electronic Communications, Modern Electronic Communications II, and Introduction to Fiber Optics and Lasers) and an extensive bibliography. (KC)

ED 261 224 CE 042 443

Development of a School of Science and Technology.
Bergen County Vocational-Technical High School, Hackensack, N.J.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.
PUB DATE- 85
NOTE- 194p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Course Content; Curriculum Development; Educational Facilities Design; *Educational Facilities Planning; Educational Needs; Educational Philosophy; *Gifted; High Schools; Mathematics Education; Needs Assessment; Program Development; Public Relations; *School Organization; School Policy; School Surveys; *Science Education; Talent; *Technical Education; *Vocational Schools
IDENTIFIERS- *New Jersey (Bergen County)

A project was conducted in Bergen County, New Jersey, to develop a technical high school for students who are gifted and talented in science, mathematics, and the technologies. Through a hands-on approach to learning, the curricular disciplines were integrated to bring life and meaning to abstract principles and theories and to give students an opportunity to release their own creative energies by discovering practical links between theory and physical reality. Research and analysis for the project included two detailed studies in Bergen County--one that questioned local superintendents and one that examined student performance in advanced placement examinations. Research also included a study of American education in science and mathematics and a review of national reports. Educators from the county, from other technical high schools, and from universities were consulted during the development of the project. The work was performed by a researcher hired exclusively for this project, as well as three other staff persons and the school superintendent. As a result of the research, the following products were created: (1) a philosophy and framework for the technical high school; (2) a four-year curricular plan that included mathematics, physics, computer science, chemistry, biology, mechanical and electronic technologies; (3) procedures for selection of students, facilities and equipment, teaching and counseling staff, school schedule, and transportation procedures; and (4) public relations efforts. (Supporting documents are included in this report.) (KC)

DOCUMENT RESUME

ED 261 225 CE 042 444

A Comprehensive Horticulture Curriculum Guide for New Jersey Schools.
Rutgers, The State Univ., New Brunswick, N.J. Cook Coll.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
PUB DATE- 85
NOTE- 345p.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; *Business Administration; Core Curriculum; Floriculture; Greenhouses; Herbicides; *Horticulture; Landscaping; *Nurseries (Horticulture); Ornamental Horticulture; *Plant Growth; Plant Identification; *Plant Pathology; Safety; Secondary Education; Soil Science; State Curriculum Guides; Trees; Turf Management

A horticultural core curriculum and draft copies of three horticultural cluster curricula are provided. Materials related to the curriculum development project appear first. The core curriculum is designed to provide broad initial instruction in horticulture for students in the first year of a secondary-level vocational horticulture program. The format for each of the 11 units is as follows: purpose, time requirement, specific objectives, unit outline, suggested activities that are cross-referenced to major sections of the unit outline, evaluation (including suggested method--written and/or performance), and list of references. Units cover career orientation, Future Farmers of America in horticulture, soils, general knowledge of plants, general safety procedures, horticulture hand tools, basic horticultural practices, small engine power in horticulture, identification and control of plant problems, safe application of horticultural chemicals, and horticultural business management. The cluster curricula are: (1) arboriculture; nursery operation and management; turf; and landscape design, establishment, and maintenance; (2) floriculture--floristry and greenhouse operation and management; and (3) olericulture, tree fruits, and small fruits (YLB).

ED 261 226 CE 042 445

A Resource for New Jersey Cooperative Office Education Coordinators.

West Windsor-Plainsboro Regional School District, Princeton Junction, NJ.

SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

PUB DATE- 85

NOTE- 191p.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Advisory Committees; *Cooperative Education; Followup Studies; High Schools; Instructor Coordinators; Needs Assessment; *Office Occupations Education; *Program Development; *Program Evaluation; Program Implementation; Program Improvement; Public Relations; Self Evaluation (Individuals); Statewide Planning; *Teacher Responsibility; Teacher Role

IDENTIFIERS- New Jersey

This resource manual is designed to assist both the beginning cooperative office education (COE) teacher-coordinator in developing a new COE program and the experienced teacher-coordinator in reviewing and upgrading established programs. It can also be used as a resource for administrators. Unit I defines goals, determines the need for a COE program, and lists advantages and instructional objectives for beginning a program. Unit II deals with the teacher-coordinator's responsibilities. This section includes the three integral parts of the cooperative program--recruitment, placement, and supervision. Unit III suggests activities for the related class and provides a sample topical outline. Unit IV defines the nature and functions of the advisory council and indicates the steps in its formation and operation. Unit V provides information on public relations. Activities are described, and a calendar is suggested. Unit VI includes procedures and forms for followup and evaluation. Appendixes, amounting to approximately two-thirds of the manual, include fact sheets; informative materials; and sample materials such as surveys, evaluation sheets, brochures, agreements, and letters. Other contents include a glossary, bibliography, and a listing of additional resources. (YLB)

ED 261 227 CE 042 446

Meyer, George
Technical Theatre Project. Final Report 1984-85.
Somerset County Vocational Technical Schools, Bridgewater, NJ.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.
PUB DATE- 85
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Exploration; Carpentry; Cosmetology; Experiential Learning; Lighting; Lighting Design; *Occupational Information; *Production Techniques; Program Implementation; Secondary Education; *Theater Arts; Vocational Education; *Workshops
IDENTIFIERS- *Technical Theater

A project was conducted to enhance the vocational training program of approximately 300 students enrolled in carpentry/general building construction, electrical/electronics, and cosmetology courses by introducing them to possible career opportunities available in the technical theater field. The program was conducted through Somerset County and Mercer County vocational-technical schools in New Jersey. A part-time project director was selected for the six-month program, and a series of three workshops were given to introduce vocational teachers to the technical theater craftspersons participating in the project, to plan jointly the student workshops, and to identify methods of introducing training in these areas into their curricula. Following the teacher workshops, a two-day orientation session was held for interested students. Approximately 180 students participated in an intensive, five-day "hands-on" skills building workshop in one of three areas: set design and construction, audio and lighting technical work, or makeup. Evaluation of the project produced some changes, such as the shortening of some of the hands-on workshops from the planned five days to better accommodate the students' schedules and plans to shorten the orientation session from two days to one to hold students' interest better. The project was considered valuable by the instructors, teachers, and those students who were interested in the field, although the project did not hold the attention of those students with less interest. (KC)

ED 261 228 CE 042 453

Food Services Employment of Physically Handicapped. Final Report 1984-85.

United Cerebral Palsy of Monmouth and Ocean Counties, Long Branch, NJ.

SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.
PUB DATE- 85
NOTE- 17p.; Many pages contain light, broken print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Admission Criteria; Adult Education; Adult Programs; Advisory Committees; *Cerebral Palsy; Cooperative Planning; Curriculum Development; Educational Cooperation; Evaluation Criteria; *Food Service; *Internship Programs; Job Analysis; Job Training; Labor Market; Labor Needs; Needs Assessment; *Occupational Home Economics; *Physical Disabilities; Postsecondary Education; Program Content; School Business Relationship; Special Education; Student Evaluation; Task Analysis; Team Teaching; Work Attitudes; *Work Experience Programs
IDENTIFIERS- Multidisciplinary Teams

A project was undertaken to create a training program to prepare individuals with cerebral palsy for employment in various food service situations. A project advisory committee, which consisted of representatives of corporate business, public institution restaurants, catering services, and staff of an agency serving clients suffering from cerebral palsy, was formed to oversee the project. After identifying various specific types of jobs in the food service industry, project staff completed a task analysis of the specific components of various food service jobs and researched alternative curricula for training food service workers. Appropriate curricula were identified and modified, and an evaluation process for screening and selecting appropriate students for the training was developed. Twenty clients were selected to participate in a two-month trial internship program in which they would receive supervised, practical experience in the food service industry. The trial food services program was supervised by a certified home economics instructor who was assisted by a transdisciplinary team, which consisted of physical, occupational, and speech therapists, an adult basic education instructor, and a vocational counselor. (Appendixes to this report include an analysis of the tasks typically performed by food service workers, a course outline, and a program statistics sheet.) (MN)

ED 261 229 CE 042 454

Introduction to Vocations. High Tech Focus. Final Report 1984-85.

Wayne Township Schools, NJ.

SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.

PUB DATE- 30 Jun 85

NOTE- 113p.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Articulation (Education); Behavioral Objectives; *Career Exploration; Computer Literacy; Curriculum Development; *Discovery Learning; Field Experience Programs; *Inservice Teacher Education; Instructional Materials; Interest Inventories; Junior High Schools; Learning Activities; Lesson Plans; Linking Agents; Middle Schools; Postsecondary Education; *Prevocational Education; Questionnaires; Records (Forms); Secondary School Teachers; Surveys; *Technological Advancement; *Vocational Education Teachers

IDENTIFIERS- Job Shadowing

This report contains the materials that were developed during a project to make middle-grade students more aware of high tech careers through the following activities: (1) teacher and student visitations of community sites to explore high tech careers in 15 occupational clusters; (2) exploratory activities to facilitate linkages and articulation among the various levels of vocational and career training; (3) efforts to merge school and business resources, thereby enabling teachers to establish relationships between their subject discipline and its practical application in the work environment; and (4) inservice training for teachers to improve the quality of instruction and to facilitate development of student instructional units covering high tech careers. The following items are included in the package: a complete project summary; inservice lesson plans dealing with parental job shadowing, computer literacy, computer programming in BASIC, and the use of commercial software (such as Apple LOGO, Bank Street Writer, and Apple Writer); inservice evaluation forms; and a project expenditure report. Each inservice lesson plan includes some or all of the following: objectives, an activity, suggested references, instructional text, and various forms and surveys for use in presenting the topic addressed in the lesson to students. Appendixes to the report contain a management plan, a staff survey, and miscellaneous project-related correspondence. (MN)

ED 261 230 CE 042 455

Senior Citizens Project. Final Report 1984-85.
Somerset County Vocational Technical Schools, Bridgewater, NJ.

SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.
PUB DATE- 85
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Building Trades; Community Benefits; Construction (Process); Construction Management; Educational Cooperation; *Experiential Learning; Facility Planning; High Schools; *Housing; *Older Adults; School Community Programs; *School Community Relationship; *Trade and Industrial Education
IDENTIFIERS- *Intergenerational Programs

A program was undertaken to provide hands-on training to high school students enrolled in building trades programs. Students would plan and construct dwellings that would eventually be turned over to the local community services agency to be offered as rental units to low- and moderate-income senior citizens. The initial project was a one-story home designed and built as a multiperson dwelling suitable for up to eight residents. Students in the school's drafting and design programs developed a scale model of the dwelling, after which an architect drew up plans for the actual house. After several advisory board meetings, materials and supplies were ordered for the initial phase of construction. (A complete breakdown of the hours spent in designing and constructing the house is attached to this report.) (MN)

Correctional Training/Graphics Program. Final Report 1984-85.

Middlesex County Vocational and Technical High Schools, New Brunswick, N.J.

SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.
PUB DATE- 85
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Vocational Education; Agency Cooperation; Cooperative Planning; *Cooperative Programs; *Correctional Education; County Programs; County School Districts; Curriculum Development; Employment Programs; *Graphic Arts; Job Training; Postsecondary Education; *Printing; Production Techniques; Regional Schools; Remedial Instruction; Remedial Programs; *Trade and Industrial Education; Vocational Schools

A project was undertaken to establish a graphic arts printing program to help inmates of the county correctional institution develop marketable skills. Plans were formulated to combine remedial instruction with training in graphic arts and printing techniques. Job Training Partnership Act funds were used to purchase the equipment necessary to provide instruction in the following areas: collating and binding, layout and composition, stripping, and platemaking and printing. Of the 24 inmates who were served by the program, 7 developed the skills necessary to do 2- and 3-color printing. After their release, these students secured employment in the printing trade field. The county vocational and technical high school involved in the program has made a commitment to continue the program for another year. (MN)

ED 261 232 CE 042 458

Intensive Business Program. Final Report.
Cooperative Educational Services, Norwalk, Conn.
SPONS. AGENCY- Connecticut State Dept. of Education, Hartford. Div. of Vocational, Technical, and Adult Education.
PUB DATE- 20 Jun 85
NOTE- 219p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Advisory Committees; Behavioral Objectives; Business Administration; *Business Education; Business Skills; *Cooperative Planning; Curriculum Development; Educational Cooperation; Educational Needs; Employer Attitudes; Employment Opportunities; *Entry Workers; Guidelines; Job Training; *Labor Force Development; Learning Activities; Material Development; Needs Assessment; Questionnaires; Recordkeeping; *Regional Planning; Regional Programs; *School Business Relationship; Secondary Education; Student Recruitment; Surveys; Telephone Usage Instruction
IDENTIFIERS- *Administrative Assistants; Connecticut (Southwest)

A project involving educators and business leaders in southwestern Connecticut was undertaken to develop an intensive, competency-based business course to provide high school students with the skills to fill entry-level administrative support positions. The project was designed to: (1) recruit and motivate students with high potential for success in business careers who would not otherwise have considered preparing themselves for such occupations; (2) develop a curriculum guide based on specific, employer-identified competencies; and (3) offer a certificate of achievement that would be recognized by area employers. The project involved administration of a detailed survey of area employers in order to assess the overall need for administrative support personnel and the specific skills most needed by persons filling such positions, a survey to assess the career education needs of students, and interviews with business department heads and teachers. (Appendixes to this report include the aforementioned survey instruments; regional steering committee meeting agendas and minutes; lists of project personnel and participants; a certificate of achievement; budget information; publicity and dissemination materials; project reports; course exit criteria; and a curriculum guide addressing the following topics: using the telephone properly, managing records, handling mail, relating to corporate culture, identifying career opportunities, recognizing different types of business organizations, and understanding different types of business management.) (MN)

ED 261 233 CE 042 459

An Evaluation of Business Teacher Education in Connecticut.
RMC Research Corp., Hampton, N.H.
SPONS. AGENCY- Connecticut State Dept. of Education, Hartford. Div. of Vocational, Technical, and Adult Education.
PUB DATE- Mar 85
NOTE- 64p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Business Education Teachers; Comparative Analysis; *Educational Needs; *Inservice Teacher Education; Labor Needs; Needs Assessment; Postsecondary Education; *Preservice Teacher Education; Program Effectiveness; Program Improvement; Questionnaires; Relevance (Education); *School Effectiveness; State Surveys; *Statewide Planning; Student Needs; Teacher Attitudes; Teacher Certification
IDENTIFIERS- *Connecticut

This study evaluates pre- and inservice training of business educators in Connecticut. Data from a questionnaire returned by 820 of 912 business teachers in Connecticut indicated that over 60 percent of them received their undergraduate training in the state. The teachers indicated that general professional education courses were not worthwhile, business methods and curriculum courses were sometimes helpful, and courses in business content and skills were the most beneficial. They felt that their preservice training was most lacking in training in the use of modern technology and equipment, testing and grading, classroom management, and techniques for dealing with students of varied abilities and other characteristics. A review of the literature indicated that the information gathered from the teachers in the study is consistent with the findings of other research and also reflects many of the concerns that employers have concerning the type of training provided to teachers of secondary-level business students. Ten recommendations for improving the pre- and inservice education of business teachers were set forth. (Appendixes to this report include the teacher questionnaire and response frequencies, results of the non-multiple-choice questionnaire items, Connecticut certification requirements for business and office education teachers, and National Association for Business Teacher Education standards. (MN)

ED 261 234 CE 042 461

Precision Sheet Metal. Progress Record and Theory Outline.
Connecticut State Dept. of Education, Hartford. Div. of Vocational-Technical Schools.

PUB DATE- 84
NOTE- 67p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Achievement; Behavioral Objectives; Blueprints; Check Lists; Competency Based Education; Course Descriptions; *Design; Employment Opportunities; *Equipment Utilization; *Finishing; Guidelines; Hand Tools; Job Skills; Machine Tools; Measurement Techniques; *Metal Working; Orthographic Projection; Plastics; Recordkeeping; Safety; Secondary Education; *Sheet Metal Work; Shop Curriculum; Student Records; *Trade and Industrial Education; Welding
IDENTIFIERS- Customer Relations

This combination progress record and course outline is designed for use by individuals teaching a course in precision sheet metal. Included among the topics addressed in the course are the following: employment opportunities in metalworking, measurement and layout, orthographic projection, precision sheet metal drafting, simple layout, hand tools, bench tools, power machines and equipment, materials, procedures for reading blueprints, layout and development, radial line development, triangulation, fabrication, welding, metal finishing, plastics, safety, customer relations, and business practices. In addition to the theory outline, which includes space for recording information concerning the scheduling and presentation of the lesson material, this record book also contains a list of course objectives for grades 10, 11, and 12 and a grid for use in recording the individual student's mastery of each specific skill taught in the course. (MN)

ED 261 235 CE 042 462

Signal and Communications. Progress Record and Theory Outline.

Connecticut State Dept. of Education, Hartford. Div. of Vocational-Technical Schools.

PUB DATE- 84
NOTE- 77p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Achievement; Behavioral Objectives; Check Lists; *Communications; Competency Based Education; Electrical Systems; Electric Batteries; Electric Circuits; *Electricity; Electronic Equipment; *Electronics; Guidelines; Job Skills; Magnets; Measurement Equipment; Measurement Techniques; Physics; *Power Technology; Recordkeeping; Secondary Education; Student Records; *Technical Education; *Telecommunications; Television; Transistors

This combination progress record and course outline is designed for use by individuals teaching a course in signals and communications. Included among the topics addressed in the course are the following: matter, the nature of electricity, dry cells and batteries, Ohm's law, power, magnetism, measurement instruments, Kirchoff's laws, electromagnetic induction and inductance, capacitance, electric circuits, resonance, transformers, semiconductors, rectifiers, power supplies, transistors, electronic systems, integrated circuits, amplifiers, codes, alarms, cable televisions, safety, customer relations, and business practices. In addition to the theory outline, which includes space for recording information concerning the scheduling and presentation of the lesson material, this record book also contains a list of course objectives and a grid listing each of the individual tasks dealt with in the course, which is designed for use in recording each student's mastery of each specific skill. (MN)

ED 261 236 CE 042 463

Automobile Course. Progress Record and Theory Outline.

Connecticut State Dept. of Education, Hartford. Div. of Vocational-Technical Schools.

PUB DATE- 84
NOTE- 89p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Achievement; Air Conditioning; *Auto Mechanics; Behavioral Objectives; Check Lists; *Competency Based Education; Course Descriptions; Electrical Systems; *Engines; *Equipment Maintenance; *Equipment Utilization; Guidelines; Job Skills; Power Technology; Recordkeeping; Safety; Secondary Education; Shop Curriculum; Student Records; *Trade and Industrial Education; Welding

This combination progress record and course outline is designed for use by individuals teaching a course in automobile repair. Included among the topics addressed in the course are the following: shop safety, engines, fuel and exhaust systems, electrical systems, crankcase lubrication systems, cooling systems, power transmission systems, steering systems, brake systems, frame and suspension systems, air conditioning, emission controls, manual metal arcs, and automotive applications of gas welding. In addition to the theory outline, which includes space for recording information concerning the scheduling and presentation of the lesson material, this record book also contains a list of course objectives for grades 11 and 12 and a grid for use in recording the individual student's mastery of each specific skill taught in the course. (MN)

ED 261 237 CE 042 464

Avionics. Progress Record and Theory Outline.
Connecticut State Dept. of Education, Hartford. Div. of Vocational-Technical Schools.
PUB DATE- 84
NOTE- 89p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Aerospace Education; Aerospace Technology; *Aviation Technology; Behavioral Objectives; Check Lists; Communications; Competency Based Education; Computer Science; Electricity; *Electronics; *Equipment Maintenance; Equipment Utilization; Guidelines; Job Skills; Measurement Equipment; Measurement Techniques; Navigation; Postsecondary Education; *Power Technology; Programing; Radio; Recordkeeping; Secondary Education; Student Records

This combination progress record and course outline is designed for use by individuals teaching a course in avionics that is intended to prepare students for employment in the field of aerospace electronics. Included among the topics addressed in the course are the following: shop practices, aircraft and the theory of flight, electron physics, fundamentals of electricity, Federal aviation regulations, technical math, graphics, electrical circuits and systems, aircraft static and vacuum systems, aircraft pilot systems, semiconductor devices, power supplies, radios and radio transmission, test equipment and precision measurements, electronics, computers, computer programming, microprocessors, motors and generators, aircraft communication, navigation, flight control systems, and turbulence and flight collision avoidance. In addition to the theory outline, which includes space for recording information concerning the scheduling and presentation of the lesson material, this record book also contains a list of course objectives and a grid for use in recording the individual student's mastery of each specific skill taught in the course. (MN)

ED 261 238   CE 042 465

Pipehanger Blueprint Reading, B-28.

Connecticut State Dept. of Education, Hartford. Div. of Vocational-Technical Schools.

PUB DATE- 84
NOTE- 105p.; Some pages of this document may not reproduce well because of small, broken type.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Apprenticeships; Behavioral Objectives; *Blueprints; Classroom Techniques; Definitions; Equipment Utilization; Guidelines; Learning Activities; *Plumbing; Postsecondary Education; *Specifications; State Curriculum Guides; Teaching Methods; *Trade and Industrial Education
IDENTIFIERS- *Submarines

This outline, for the course numbered B-28, is designed for use in teaching apprentice pipehangers who are working with submarines how to interpret piping and hanger blueprints accurately and to visualize complete hanger assemblies, piping symbols, and the locations of the items discussed on the blueprints. Addressed in the individual lessons of the course are the following topics: understanding and using the 688 Standard Cross-Referencing System, reading configuration drawings, locating various hanger assemblies on blueprints, understanding and using piping symbols and references, and using the TRIDENT Class Cross-Referencing System. Each lesson contains some or all of the following: lesson objectives, a list of materials required, questions and answers, definitions, technical drawings, and instructional text. (MN)

ED 261 239 CE 042 466

Apprentice Outline. Piping Trades PH1. Pipehanger Theory I (Marine).
Connecticut State Dept. of Education, Hartford. Div. of Vocational-Technical Schools.

PUB DATE- 84
NOTE- 82p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Apprenticeships; Behavioral Objectives; Building Trades; Classroom Techniques; Equipment Evaluation; *Equipment Utilization; Guidelines; *Inspection; Learning Activities; Measurement Equipment; Measurement Techniques; *Plumbing; Postsecondary Education; State Curriculum Guides; Teaching Methods; *Trade and Industrial Education; *Welding
IDENTIFIERS- *Submarines

This course outline is designed for use in teaching apprentice pipehangers how to use various installation procedures needed to install hangers aboard submarines. Addressed in the individual units of the course are the following topics: job preparation, job verification, material verification, weld preparation, fit-up, inspection of completed assemblies by a tradesperson, and presentation of completed assemblies to inspection. Each unit consists of a series of master lesson plans, each of which contains some or all of the following: lesson objectives, presentation guidelines, tests, student handouts and learning activities, and suggested references. (MN)

DOCUMENT RESUME

ED 261 240 CE 042 467

Small Gas Engine Repair.

Connecticut State Dept. of Education, Hartford. Div. of Vocational-Technical Schools.

PUB DATE- 84
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Course Descriptions; Engines; Equipment Utilization; *Hand Tools; Instructional Materials; Postsecondary Education; Safety; Secondary Education; *Small Engine Mechanics; *Trade and Industrial Education; *Welding

Instructional materials are provided for a small gas engine course. A list of objectives appears first, followed by a list of internal parts and skills/competencies related to those parts for engine work, ignition and electrical systems, fuel system, crankcase lubrication system, arc welding skills, and gas welding skills. Outlines are provided for the 10 units in this course. The topics covered include opportunities in the small gas engine field, shop safety and regulations, small gas engine nomenclature, tools used in small gas engine repair, principles of operation, ignition and electrical systems used in small gas engines, fuel systems, small gas engine cooling and lubricating systems, arc welding, and gas welding. (YLB)

ED 261 241 CE 042 470

Davis, Beverly; Woodruff, Nancy S.

Project Trade Related Reading Packets for Disabled Readers. Final Report 1984-85.

Gloucester County Vocational-Technical School, Sewell, NJ.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.
PUB DATE- 85
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Basic Skills; *Content Area Reading; *Curriculum Development; Curriculum Evaluation; Field Tests; *Individualized Instruction; Job Skills; *Reading Difficulties; Reading Skills; Remedial Programs; *Remedial Reading; Secondary Education; *Vocational Education
IDENTIFIERS- *Job Related Reading

A comprehensive, shop-related curriculum was developed for special needs students who are severely disabled readers. The basic approach of the curriculum was to provide individualized diagnostic-prescriptive materials that correlate basic reading skills and the required vocational and technical concepts. Trade-related packets were written for these areas: assembly work, baking, building maintenance, data entry, landscaping (mall design), and warehousing. Students' areas of deficiency were determined through administration of diagnostic tests. After analysis of data collected from testing, a plan of remediation was developed for each student. Students from the Employment Orientation classes participated in a field test of the curriculum. Students were surveyed by questionnaire as to whether they felt the curriculum helped them in basic and functional survival reading skills. Teachers were surveyed by questionnaire to determine their opinions of the curriculum's effectiveness. Student responses were overwhelmingly positive. The materials were well received by students, reading advisory committee members, teachers, and staff. (The student questionnaire is appended.) (YLB)

ED 261 242 CE 042 471

Personal Living Skills 10-20-30. Home Economics Curriculum.
Alberta Dept. of Education, Edmonton.
PUB DATE- 84
NOTE- 78p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Aging (Individuals); Child Development; Community Resources; Consumer Economics; Course Content; *Daily Living Skills; Educational Resources; Family Environment; *Family Life Education; Family Relationship; High Schools; *Home Economics; Homemaking Skills; Home Management; Housing; *Interpersonal Competence; Learning Activities; Learning Modules; Marriage; Parenthood Education; Skill Development; *State Curriculum Guides; Teaching Methods; Units of Study
IDENTIFIERS- *Alberta

This home economics curriculum contains 16 modules for teaching personal, family, and applied skills in high schools in Alberta. The modules may be used in courses on various levels. Each module consists of generalizations, objectives, suggested learning experiences related to resources, and a content checklist. Modules in the personal living skills grouping cover personal awareness, resource management, life-style management, and living skills within relationships. Modules for the family skills grouping cover child study, teen-parent relationships, human sexuality, marriage, and parenting. In the applied skills grouping, modules cover living on one's own, designing home environments, housing, the senior side of living, community services for children, historical family crafts, and the family in crisis. Besides the modules, this guide also contains an introductory section providing the rationale and objectives for the program, program description, student evaluation tips, module organization outlines, and recommended resources. (KC)

ED 261 243 CE 042 472

Related Mechanics 12-22-32. Industrial Education Curriculum.
Alberta Dept. of Education, Edmonton.

PUB DATE- 84
NOTE- 74p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Auto Mechanics; Behavioral Objectives; *Carpentry; Course Content; Electricity; High Schools; Industrial Arts; *Learning Activities; Learning Modules; *Machine Tools; *Mechanics (Process); Occupational Information; Power Technology; State Curriculum Guides; Teaching Methods; *Trade and Industrial Education; Vocational Education; *Welding
IDENTIFIERS- *Alberta

This curriculum guide contains learning module outlines for a series of related mechanics courses to be given in high schools in Alberta. Each module provides selected learning experiences to develop basic competence in a number of related trades. Each module consists of an introduction, objectives, learning resources list, content summary, and a number of topics, each with a generalization and concepts/subconcepts related to learning tasks. The modules cover the following topics: an introductory course, power systems, framing--residential, residential wiring, machine shop, and introductory welding, on three levels. An optional developmental module also is included. An introductory section explains the industrial education program and the related mechanics courses in Alberta. (KC)

ED 261 244 CE 042 473

Piping 12-22-32. Industrial Education Curriculum.
Alberta Dept. of Education, Edmonton.
PUB DATE- 84
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Course Content; Heating; High Schools; Industrial Arts; *Learning Activities; Learning Modules; Occupational Information; *Plumbing; State Curriculum Guides; Teaching Methods; *Trade and Industrial Education; Vocational Education
IDENTIFIERS- *Alberta

This curriculum guide contains learning module outlines for teaching a series of courses in pipefitting in high schools in Alberta. Each module provides selected learning experiences to develop basic competence in plumbing, pipefitting, and related trades. Each module consists of an introduction, objectives, learning resources list, content summary, and a number of topics, each with a generalization and concepts/subconcepts related to learning tasks. The modules cover the following topics: a general introductory course, domestic plumbing, domestic heating, commercial and industrial plumbing, drawing and estimating, (advanced) commercial and industrial plumbing, and special topics in piping, on three levels. An introductory section explains the industrial education program and the piping courses in Alberta. (KC)

ED 261 245   CE 042 474

Graphic Arts 12-22-32. Industrial Education Curriculum.
Alberta Dept. of Education, Edmonton.
PUB DATE- 84
NOTE- 77p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Course Content; *Graphic Arts; High Schools; *Industrial Arts; *Learning Activities; Learning Modules; Occupational Information; Photocomposition; Photography; State Curriculum Guides; Teaching Methods; *Trade and Industrial Education; Visual Arts; Vocational Education
IDENTIFIERS- *Alberta

This curriculum guide contains learning module outlines for teaching a series of courses in graphic arts in high schools in Alberta. Each module provides learning experiences selected to develop basic competence in trades in the graphic arts field. Each module consists of an introduction, objectives, learning resources list, content summary, and a number of topics, each with a generalization and concepts/subconcepts related to learning tasks. The modules cover the following topics: a general introductory course; image creation and composition; offset press operation; photography; process camera, stripping, and platemaking; bindery operations; and graphic arts special topics, on three levels. An introductory section explains the industrial education program and the graphic arts courses in Alberta. (KC)

Sheet Metal 12-22-32. Industrial Education Curriculum.
Alberta Dept. of Education, Edmonton.
PUB DATE- 84
NOTE- 42p.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Air Conditioning Equipment; *Assembly (Manufacturing); Behavioral Objectives; Course Content; High Schools; Industrial Arts; *Learning Activities; Learning Modules; Occupational Information; *Sheet Metal Work; State Curriculum Guides; Teaching Methods; *Trade and Industrial Education; Vocational Education; Welding
IDENTIFIERS- *Alberta

This curriculum guide contains learning module outlines for teaching a series of courses in sheet metal working in high schools in Alberta. Each module provides learning experiences selected to develop basic competence in the sheet metal trades. Each module consists of an introduction, objectives, learning resources list, content summary, and a number of topics, each with a generalization and concepts/subconcepts related to learning tasks. The modules cover the following topics: a general introductory course, pattern development, welding and joining, sheet metal work, heating and air conditioning, cabinets, and special topics, on three levels. An introductory section explains the industrial education program and the sheet metal courses in Alberta. (KC)

ED 261 247 CE 042 476

Industrial Education Manual for Guidance to Teachers, Counsellors and Administrators.

Alberta Dept. of Education, Edmonton.

PUB DATE- 83
NOTE- 63p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Course Content; *Course Organization; *Industrial Arts; Secondary Education; *State Curriculum Guides; *Trade and Industrial Education; Vocational Education
IDENTIFIERS- *Alberta

This manual is designed to provide ready access to information about the industrial education program in Alberta to junior and senior high school teachers, counselors, and administrators. The manual is organized in 10 sections. The first three sections introduce the concept of industrial education, define it, and set forth the objectives of the program. In the fourth section, the organization of an industrial education program in junior and senior high school is explained. Sections V and VI provide course descriptions for the courses included in the industrial education program (electricity-electronics and computer, materials, power, visual communications, general, graphic communications, mechanics, construction and fabrication, electricity-electronics, personal services, and horticulture), and the courses related to industrial education (production science and work experience), while the following section discusses safety. Organization for teaching is the subject of the eighth section; grants and guidelines for academic-occupational programs for students who cannot keep up with the regular program occupy the final sections. (KC)

ED 261 248 CE 042 477

Work Experience Education Manual.
PUB DATE- 83
NOTE- 59p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Advisory Committees; Definitions; Educational Benefits; *Educational Legislation; Educational Objectives; *Educational Planning; Federal Legislation; Federal Regulation; *Guidelines; High Schools; *Program Development; Program Implementation; Recordkeeping; Records (Forms); State Legislation; State Programs; Statewide Planning; *Vocational Education; Work Experience; *Work Experience Programs
IDENTIFIERS- *Alberta

This manual was prepared to help work experience coordinators, school administrators, and counselors in Alberta organize and operate a program that provides meaningful learning experiences for high school students. The manual is organized in nine chapters. The first four chapters introduce the concept of work experience programs; state the objectives of work experience education; define terms used in work experience programs; and describe the benefits of work experience education for students, schools, business and industry, and communities. In the fifth chapter, the manual suggests ways to define needs, develop policy, and set up an advisory committee, while in the sixth chapter, legislation pertaining to work experience education in Canada is outlined. The next chapter provides guidelines from the Alberta Department of Education and the Employment Standards Branch concerning work experience programs. Chapter 8 explains program organization, covering such topics as the coordinator's responsibilities, organization and paperwork, developing work stations, and planning and carrying out effective in-school instruction. The final chapter contains forms needed for a work experience education program. Appendixes to the manual contain an example of a board policy statement, frequently asked questions and answers, and tips for students. A list of recommended readings completes the document. (KC)

ED 261 249 CE 042 479

Hicks, Laurabeth H.
The Mobility Assistance Program. A Comprehensive Evaluation Report.
Department of Education, Washington, DC.; Human Technology, Inc., McLean, VA.
SPONS. AGENCY- Office of Personnel Management, Washington, D.C.
PUB DATE- 83
NOTE- 153p.
CONTRACT- OPM-4-83
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; *Career Change; Career Counseling; Career Education; *Dislocated Workers; Employment Practices; Government Employees; Job Search Methods; *Outplacement Services (Employment); Personnel Policy; *Program Effectiveness; Program Evaluation; *Reduction in Force
IDENTIFIERS- *Department of Education; *Mobility Assistance Program

The Mobility Assistance Program (MAP) was established to assist U.S. Department of Education employees affected by the reduction in force (RIF). MAP's mission was to provide career transition and outplacement job search assistance to RIF-affected employees. It provided these services: job search, personnel support, training, and professional individual and group counseling. Based on the definition of the MAP mission goals and objectives, the MAP evaluation design consisted of these components: assessment of program implementation, program delivery, and program impact and cost/benefit comparisons. The methodology consisted of review of MAP records and materials, administration of surveys, and MAP staff interviews. Collected data and information strongly suggested that MAP achieved the goals and objectives related to its mission. Program activity was implemented generally as planned with significant employee participation. Program services were effectively delivered and had positive impacts on the career transition and outplacement job search process for RIF-affected employees. A possible pattern of benefits exceeding costs for the MAP implementation was suggested. An overriding theme of recommendations was a need for the ongoing provision of career planning and job placement assistance. (YLB)

ED 261 250 CE 042 480

Employment-Unemployment. Hearings before the Joint Economic Committee, Congress of the United States, Ninety-Ninth Congress, First Session. Part 27. (January 9, February 1, and March 8, 1985).

Joint Economic Committee, Washington, D.C.

REPORT NO.- Senate-Hrg-99-98-Pt-27

PUB DATE- 85

NOTE- 186p.; Document contains small type.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
Numerical/Quantitative Data (110)

DESCRIPTORS- Adults; Dislocated Workers; *Employment; *Employment Level; Employment Patterns; *Employment Statistics; Hearings; *Labor Market; Part Time Employment; *Unemployment

This document contains three congressional hearings to discuss the data on employment-unemployment released monthly by the Bureau of Labor Statistics. Under discussion are the figures for January, February, and March 1985. Testimony includes statements from and discussion among U.S. Senators, U.S. Representatives, and the Commissioner of the Bureau of Labor Statistics, Department of Labor. These submissions for the record from the Commissioner are also provided: tables reflecting some unemployment rates, press releases on the employment situation in a given month (December 1984 and January and February 1985), and additional tables illustrating projections of labor force growth, employment status of displaced workers, part-time employment, and the labor market in farm areas. (YLB)

ED 261 251 CE 042 484

Kalinowski, Edward
Sex Bias in Vocational Education.
PUB DATE- 85
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Interpersonal Relationship; Secondary Education; Sex Bias; *Sexual Harassment; Teacher Student Relationship; *Vocational Education

Practical information is provided on sexual harassment within the vocational education context. A definition of sexual harassment is followed by examples of practices or behaviors that may be used to determine sexual harassment, including both physical conduct and communication. Possible impacts of sexual harassment in a vocational training program are then listed. Descriptions are provided of six situations involving possible sexual harassment in a vocational education setting. The reader is asked to decide whether each is an example of sexual harassment and whether any actions are advisable. Recommendations are made regarding what vocational education instructors can do and what options are available to victims. (YLB)

ED 261 252 CE 042 485

Brown, Herman D.; And Others
Personnel Training--Secondary Vocational Agriculture Teacher Education.
Texas A and M Univ., College Station. Dept. of Agricultural Education.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 1 Jul 85
NOTE- 103p.; Light print throughout document.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Agricultural Education; *Beginning Teachers; Computer Assisted Instruction; Computer Literacy; Computer Managed Instruction; *Computer Oriented Programs; Computer Simulation; *Computer Software; Educational Needs; *Material Development; Programing; Secondary Education; State Programs; State Surveys; Teacher Administrator Relationship; Teacher Improvement; Teacher Morale; Teaching Methods; *Vocational Education
IDENTIFIERS- Texas

This document consists of three parts. The first part is a report on a project conducted to develop computer software needed by vocational agriculture teachers in Texas. The report details the process used to assess and develop software, and provides guidelines that can be used by others in evaluating computer software for vocational agriculture courses. Forms for software evaluation are included. The second part of the document is a report on a study conducted by the Texas Tech University at Lubbock, on integration of computer-based instruction in Texas vocational agriculture programs. The survey showed that Texas vocational agriculture teachers are using computers in their instruction, but that faster computers and more software are needed. This survey was the basis for the software development reported in the first part of the document. The third part of the document is an essay ("Survival of the Fittest") on the problems of first-year teachers, the causes of beginning-teacher droupout, and suggestions for helping first-year teachers get through the hard times and become proficient and experienced. References are included in the paper. Finally, appendixes to this document contain the computer programs developed in the software project. The programs include the following: The Gradebook Accountant, Land Judging Preparation, Plant Evaluation, 205-Day Adjusted Weaning Weight and Performance Evaluation, and Parliamentary Procedure. (KC)

ED 261 253 CE 042 490

Thiele, Christyne S.

Secondary Health Occupations and Local Medical Centers.

Northside Independent School District, San Antonio, TX.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 30 Jun 85
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Allied Health Occupations Education; Articulation (Education); Audiovisual Aids; Career Education; Competency Based Education; *Curriculum Development; Demonstration Programs; *Educational Resources; Grade 9; Grade 10; High Schools; Instructional Materials; Material Development; Models; School Organization; *Vocational High Schools
IDENTIFIERS- *Texas (Bexar County)

This project was conducted to develop a course of study in health occupations in grades 9 and 10 for a county-wide comprehensive health careers high school. The course was to include related skills development in health occupations, support materials for an academic course of study, and broad outlines of curriculum for grades 11 and 12. The High School for Health Careers began classes on August 27, 1984, with 204 ninth-grade students enrolled from 12 school districts in Bexar County, Texas. The competency-based curriculum for the school was based on recommendations of the curriculum subcommittee and the mandates of Texas law. After development, each topic was reviewed by subcommittee members and by consultants. Materials and equipment lists were developed to support the curriculum. Articulation processes were begun with San Antonio College, St. Phillips College, the Baptist Hospital System, and the University of Texas Health Science Center. (Curriculum outlines, a bibliography and audiovisual listing for grades 9 and 10, and an equipment and supplies list are included in this report.) (KC)

ED 261 254 CE 042 491

Hogue, Ken; And Others

Evaluation of Employer, Teacher, and Student Perceptions of CO-OP/PEL. Final Report.

Texas A and M Univ., College Station.

SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- Jul 85
NOTE- 64p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cooperative Education; *Employer Attitudes; Graduate Surveys; Job Skills; *Laboratory Training; On the Job Training; *Program Effectiveness; Secondary Education; Simulation; *Student Attitudes; *Teacher Attitudes; Vocational Education; Vocational Education Teachers

A study compared the effectiveness of on-the-job work experience (CO-OP) with pre-employment laboratory experience (PEL) of the six instructional areas in vocational education. This was accomplished by obtaining the perceptions of program completers (1983 graduates), participating employers, and vocational education teachers from seven sample school districts across Texas. Three individual survey instruments were constructed to collect information from the three sample groups using personal and telephone interview techniques. Data were entered into the Statistical Analysis System for data processing and analysis. Findings indicated that combination PEL/CO-OP seems to be the most effective strategy for preparing students for entry-level employment. Existing and continuing support from employers has been established, since the majority feel that the vocational education programs are adequately preparing students for entry-level employment. (The three instruments are appended.) (YLB)

ED 261 255 CE 042 497

Greenan, James P.
Generalizable Communications Skills Assessment. User Manual.
Illinois Univ., Urbana. Dept. of Vocational and Technical Education.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- Jun 85
NOTE- 139p.; For a related document, see ED 233 223.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Communication Skills; *Diagnostic Teaching; *Diagnostic Tests; *Language Skills; Listening Skills; Reading Skills; Secondary Education; Speech Skills; *Student Evaluation; Vocabulary Skills; *Vocational Education; Writing Skills

This user manual provides students, teachers, counselors, and other school personnel with a set of practical instruments and procedures designed to measure the generalizable communications skills of students in secondary vocational programs. These instruments, strategies, and procedures are intended for diagnostic and prescriptive purposes regarding the functional learning abilities and problems of students having difficulty in successfully completing vocational programs. The first section describes the list of generalizable communications skills areas and skills. The second, third, and fourth sections describe the Student Self-Ratings Instrument, Teacher Ratings Instrument, and Performance Test, respectively. These three sections provide information regarding the assessment procedures, including instrument development, item analysis, reliability, validity, administration, scoring, and uses. The fifth section describes how the Student Self-Ratings and Teacher Ratings can be used in combination with the Performance Test assessment instrument and how the scores may be used and interpreted. Appendixes present the list of generalizable skills charts, additional important communications skills, Student Self-Ratings, Teacher Ratings, and Performance Test and answer key. (YLB)

DOCUMENT RESUME

ED 261 256 CE 042 503

Reagan, Shirley; Clark, Virginia
Needs Assessment for Consumer Education Curriculum Development.
Louisiana Tech Univ., Ruston. Coll. of Home Economics.
SPONS. AGENCY- Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.
PUB DATE- Dec 84
NOTE- 84p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Consumer Education; *Curriculum Development; *Curriculum Evaluation; *Home Economics; *Needs Assessment; Secondary Education; State Curriculum Guides; *Statewide Planning
IDENTIFIERS- Louisiana

A project identified consumer education content that Louisiana consumer and home economics teachers perceive as being important. It also evaluated content of curriculum guides currently available from states and determined if any of these meet the needs of home economics consumer education programs in Louisiana. A questionnaire was developed to identify perceived needs of students in regard to consumer education topics. Of 584 questionnaires mailed to Louisiana home economics teachers, 262 were returned; 790 of 1,105 selected consumers throughout the state returned questionnaires. A review of current consumer education curriculum guides used in other states determined that these topics were included: goals, decision making, satisfying wants, investments, and consumer protection. A survey of Louisiana home economics teachers' stated needs indicated they included decision making, goals, consumer credit, and housing decisions most often. Nine teachers participated in two workshops at which they evaluated nine guides selected by project directors as appropriate for use in Louisiana home economics classes. Three superior guides were selected and subjected to intense evaluation/discussion. Teachers recommended adoption of the Oklahoma Consumer Education Guide and portions of the Oklahoma Comprehensive Guide to Home Economics I. (Twelve tables are provided. Appendixes include instruments and teacher evaluation and recommendation forms.) (YLB)

ED 261 257 CE 042 504

Advanced Woodworking (Industrial Arts) Curriculum Guide. Bulletin 1752.

Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.

PUB DATE- 85
NOTE- 286p.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Cabinetmaking; Course Descriptions; Course Objectives; *Finishing; Furniture Design; *Furniture Industry; Hand Tools; High Schools; *Industrial Arts; Learning Activities; Occupational Information; Safety; State Curriculum Guides; Transparencies; *Woodworking

This curriculum guide contains materials for a 12-unit course in advanced woodworking for grades 11-12. It is intended for use by industrial arts teachers, supervisors, counselors, administrators, and teacher educators. A two-page course overview provides a brief course description; indicates target grade level, prerequisites, course goals, and course objectives; presents an introduction to the course; and suggests a time frame. The detailed, 14-page course outline follows. A unit teaching guide in a column format relates objectives to topics, student activities, teacher activities, and resources. The 12 units cover these topics: orientation to the wood laboratory, review of materials, designing furniture and cabinets, furniture construction, fasteners and hardware, project planning, review of basic hand tools, portable power tools, stationary power tools, material processing, advanced finishing techniques, and occupational information. Extensive appendixes include a suggested inventory of basic woodworking equipment; classroom management information and forms; charts; diagrams, sample tests, guides, and forms relating to safety; information on writing resumes; crossword and wordfind puzzles with solutions; suggested thought questions; suggested resource materials; and a bibliography. (YLB)

ED 261 258 CE 042 505

Advanced Technical Drafting (Industrial Arts) Curriculum Guide. Bulletin 1751.

Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.

PUB DATE- 85
NOTE- 204p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Architectural Drafting; Behavioral Objectives; Cartography; *Charts; Computer Oriented Programs; Course Descriptions; Course Objectives; *Drafting; Geometry; Graphic Arts; High Schools; *Industrial Arts; Learning Activities; Safety; State Curriculum Guides; Technical Illustration; Transparencies

This curriculum guide contains materials for a 17-unit course in advanced technical drafting, a followup to the basic technical drafting course in the industrial arts curriculum for grades 10-12. It is intended for use by industrial arts teachers, supervisors, counselors, administrators, and teacher educators. A three-page course overview provides a brief course description; indicates target grade level, prerequisites, course goals, and course objectives; presents an introduction to the course; and suggests a time frame. The detailed, nine-page course outline follows. A unit teaching guide in a column format relates objectives to topics, student activities, teacher activities, and resources. The 17 units cover these topics: review of basic technical drafting, functional drafting, inking, surface development and intersections, secondary auxiliary views and revolutions, graphic charts and diagrams, detailed thread representation, map drafting, basic descriptive geometry, electrical and electronic drafting, technical illustration, architectural drafting, pipe drafting, aerospace drafting, structural drafting, computers in design and drafting, and welding drafting. Extensive appendixes include a tool list, safety information, suggested assignments (problems) from texts, over 80 pages of sample work sheets, crossword and wordfind puzzles with solutions, and a bibliography. (YLB)

ED 261 259 CE 042 506

Advanced Metals (Industrial Arts) Curriculum Guide. Bulletin 1750.
Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.
PUB DATE- 85
NOTE- 212p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Careers; Course Descriptions; Course Objectives; Finishing; High Schools; *Industrial Arts; Learning Activities; *Machine Tools; *Machinists; *Metallurgy; *Metals; *Metal Working; Safety; Sheet Metal Work; State Curriculum Guides; Transparencies; Welding

This curriculum guide contains materials for a 13-unit course in advanced metals, the second metals course in the industrial arts curriculum for grades 10-12. It is intended for use by industrial arts teachers, supervisors, counselors, administrators, and teacher educators. A two-page course overview provides a brief course description; indicates target grade level, prerequisites, course goals, and course objectives; presents an introduction to the course; and suggests a time frame. The detailed, 21-page course outline follows. A unit teaching guide in a column format relates objectives to topics, student activities, teacher activities, and resources. The 13 units cover these topics: general safety, careers, planning, advanced metal working tools, sheet metal work and layout, metallurgy and heat treating, casting, welding, machinery, materials testing, finishing, automation technology, and safety review. Extensive appendixes include sample materials, forms, and information related to classroom management; crossword and wordfind puzzles with solutions; safety and machine handouts/transparency masters; suggested project listings (project and sources); and lists of these types of resources: films, computer periodicals, and periodicals for metals instructors. A bibliography is provided. (YLB)

ED 261 260 CE 042 507

The New REA--Rural Electronics Accord. Final Report.
Linn-Benton Education Services District, Albany, Oreg.
SPONS. AGENCY- Oregon State Dept. of Education, Salem. Div. of Vocational Education.
PUB DATE- Jun 85

NOTE- 161p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Articulation (Education); *College School Cooperation; Community Colleges; Curriculum Development; *Electronics; Equations (Mathematics); Fractions; High Schools; *Models; Program Development; *Program Implementation; *Regional Cooperation; Rural Education; Technical Education; Tests; Trade and Industrial Education; Two Year Colleges

A project developed and tested articulation and instructional models for an electronics program in secondary schools. Two nontraditional methods of instruction were used: (1) computer-assisted video and (2) video, laboratory, and recitation. Electronic theory was taught at the student's home high school; laboratory exercises were completed at centralized locations during the evening. Students earned Linn-Benton Community College (LBCC) credit for successfully completing all required activities. The outstanding accomplishment was the development and use of a process for articulation between LBCC and local high schools. The process resulted in a mutual risk/benefit model for articulation between high schools and a community college. Evaluation data collected from students, parents, instructors, and administrators indicated students progressed at varying rates; homework, instructors, and lab activities were the most helpful to students, videotapes and textbooks the least; students perceived reading materials as somewhat difficult to understand; most students indicated willingness to continue in the program; and instructors and administrators supported the project. (Appendixes, which comprise the major portion of this report, include the mutual risk/benefit model; student, instructor, and administrator critiques; parent survey; evaluation schedules and forms; and project-developed supplemental curriculum material--glossary, refresher workbooks on fractions, scientific notation, equation, and two-variable equations.) (YLB)

Booth, Nancy
Commercial Baking. Final Report.
Franklin Technical School, Joplin, MO.
SPONS. AGENCY- Missouri State Dept. of Education, Jefferson City. Research Coordinating Unit.
PUB DATE- 23 May 85
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Bakery Industry; *Curriculum Development; *Food Service; Instructional Materials; *Material Development; *Occupational Home Economics; Pretests Posttests; Scripts; Secondary Education; *Videotape Recordings

A project filmed three commercial baking videotapes for use by secondary and adult students in food service programs. The three topics were basic dinner rolls, bread making, and hard breads and rolls. Quick-rise dough recipes were developed, written down, and explained for use with the videotapes. A pretest, posttest, and student guide were developed and included with the videotape material. Problems were encountered due to taping by a television station, including three producer changes, cameramen inexperienced in taping such a program, lack of time/care taken by producers on the low-budget filming, and loss of the tape. The result was poor quality tapes. (Appendixes include these materials for each video: script, student handout, recipe, pretest, and posttest. These materials may be used with or without the tapes.) (YLB)

ED 261 262 CE 042 525

Aquila, Frank D.
Whither Vocational Education: The Dropout Problem and Its Impact in Kansas City and in the Nation.
Cleveland State Univ., Ohio. Coll. of Education.
SPONS. AGENCY- Missouri State Dept. of Education, Jefferson City. Research Coordinating Unit.
PUB DATE- 85
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Persistence; Adult Vocational Education; *Dropout Prevention; Dropout Research; *Dropouts; *Educational Improvement; Literature Reviews; Role of Education; School Business Relationship; Secondary Education; Student Attrition; *Vocational Education
IDENTIFIERS- Missouri (Kansas City)

This report identifies the nature and extent of the dropout problem nationally and its extent and cause at the Kansas City, Missouri, Vocational-Technical (Vo-Tech) Center. Section One, an examination of the national dropout problem, is an extensive literature review. Deficiencies in secondary vocational programs are investigated. Suggestions to improve the structure and operation of vocational and adult education are given. The key issues in vocational education from the perspective of the business community are discussed. The values and functions of vocational education are detailed. Characteristics of vocational dropouts are identified. Section Two presents findings of a year-long review of student records; interviews with teachers, counselors, administrators, and staff; and student and dropout interviews to determine the extent and cause of the Vo-Tech Center dropout problem. Findings are grouped into these major categories: recordkeeping problems, building problems, reasons for attending the Center, and problems with the Center. Suggestions for improvement include the following: improve counselor contacts, coordinate school and transportation schedules, provide alternatives, develop building policies, improve public relations, coordinate in-house programs, hire a social worker/counselor, and better use job placement. Appendixes include a change agenda for vocational education, actions to facilitate business/industrial cooperation with vocational education, and references. (YLB)

ED 261 263 CE 042 526

Wohlfeil, Paul
Three-Dimensional Evidence Mapping Cube (A Photography Training Module). Script.
Northeast Missouri State Univ., Kirksville.
SPONS. AGENCY- Missouri State Dept. of Education, Jefferson City. Research Coordinating Unit.
PUB DATE- 1 Jun 85
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; *Criminal Law; *Law Enforcement; Learning Modules; *Photography; Scripts; *Three Dimensional Aids; Vocational Education
IDENTIFIERS- *Criminal Justice System; *Evidence

This script for a slide and audiocassette presentation/training module is designed for photographers in the criminal justice system. The instructions for using the three-dimensional evidence mapping cube may also be relevant to those in the industrial technology field. Discussion first centers on illustrating (by photography) two-dimensional evidence. Next, the evidence mapping cube (EMC) is proposed as a way to provide a scale-reference in the three primary dimensions. Proper arrangement of the EMC and proper illumination of the subject are emphasized and described. The order of slides is included for reference. (YLB)

ED 261 264 CE 042 527

Schulz, Barbara R.
Instructor-Assisted Individualized Instruction versus Computer-Assisted Individualized Instruction for Teaching Keyboarding on Microcomputer Keyboards. Final Report.
SPONS. AGENCY- Missouri State Dept. of Education, Jefferson City. Research Coordinating Unit.
PUB DATE- 30 Jun 85
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Community Colleges; Comparative Analysis; *Computer Assisted Instruction; Educational Research; *Individualized Instruction; *Microcomputers; Office Occupations Education; Postsecondary Education; Teacher Student Relationship; *Teaching Methods; Two Year Colleges; *Typewriting; Vocational Education
IDENTIFIERS- *Keyboarding

Eight students enrolled in keyboarding at State Fair Community College in Sedalia, Missouri in Spring 1985 participated in a comparison of computer-assisted keyboarding instruction and instructor-assisted keyboarding instruction. Half were given instructor checkpoints at specified intervals; half did not have this regular, planned interaction with the instructor. Objectives were to identify the better instructional method and to produce instructor-assisted individualized instruction keyboarding materials for use with microcomputer keyboards. Conclusions were that students liked contact with the instructor, computers provided adequate instruction for keyboarding, and students preferred microcomputer keyboards. Attachments, which comprise the major portion of the report, include a summary of student evaluation of instruction, a syllabus for a two-semester-credit individualized course for keyboarding (objectives, required materials, grading procedures, TRS-80 Network 3 instructions, keyboarding lesson plans), study guides and tests (written midcourse and final examination and final production test), lesson record sheet, and 10-key numeric keyboard computing program. (YLB)

ED 261 265 CE 042 531

Kohn, Suzanne
Nursing Applicant Interview Manual.
Mineral Area Coll., Flat River, Mo.
SPONS. AGENCY- Missouri State Dept. of Education, Jefferson City. Research Coordinating Unit.
PUB DATE- 85
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Admission (School); *Admission Criteria; Associate Degrees; *College Applicants; Higher Education; *Interviews; Nurses; *Nursing; *Nursing Education; Questioning Techniques; *Selection; Two Year Colleges

This manual is a tool for use in an interview for nursing student selection that will assist in sizing up the fitness or suitability of the candidate for nursing. It also includes tools and methods that could be used in the initial interview to assess what factors will predict those students most likely to stay in an Associate Degree nursing program once admitted. An introduction discusses the method and results of a survey of nursing students to identify characteristics that could be ascertained in the interview. Chapter II describes the three broad categories into which an interview will be divided: social skills, concept of self, and motivation. The categories and their sub-levels developed for the interview process are described and charted. Chapter III focuses on interview evaluation. Chapter IV lists guidelines for the interview process and provides a suggested interview format. Chapter V is an overview of interviewing techniques. Sample interview questions are presented in chapter VI. Chapter VII contains two reference lists:

books and journals from which exploratory questions in the interview were cited and an alphabetical listing of all references cited in the manual. Sample selection criteria and selection summaries are appended. (YLB)

ED 261 266 CG 018 455

Tryon, Georgiana Shick; Tryon, Warren W.
Factors Associated with Practicum Students' Engagement of Clients in Counseling.
PUB DATE- Mar 85
NOTE- 7p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Boston, MA, March 21-24, 1985)
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Admission Criteria; Age Differences; College Entrance Examinations; *Counselor Characteristics; *Counselor Client Relationship; Counselor Evaluation; *Counselor Training; Graduate Students; Higher Education; Practicums; *Predictor Variables; *Verbal Ability
IDENTIFIERS- Graduate Record Examinations; Miller Analogies Test

Fully addressing most problems clients bring to therapy usually requires more than one session. Some student therapists seem to be more capable than others of engaging clients and promoting more visits when warranted. To discover whether graduate admissions information can predict a psychologist-trainee's ability to readily engage clients, data were collected over a 6-year period from 43 clinical psychology practicum students. The data included: (1) an engagement quotient (EQ) which is the percentage of clients returning to the trainee for more than one session; (2) age; (3) Graduate Record Examination Verbal score (GREV); (4) Graduate Record Examination Quantitative score (GREQ); (5) Miller Analogies Test score (MAT); (6) grades from two clinical diagnosis courses; and (7) a new variable created by subtracting the GREQ score from the GREV score (GREV-GREQ). The results showed that all variables correlated significantly with EQ. Age had the most predictive value followed by GREV scores, GREV-GREQ, and MAT scores. These findings suggest that higher engaging trainees, relative to lower engagers, have better verbal and diagnostic skills and also tend to be older. It appears, from these results, that high engagers can be identified at admission to graduate school and from certain course grades. (DPO)

ED 261 267 CG 018 456

Schwartz, Lita Linzer

Effects of Divorce on Children of Different Ages: A Descriptive Study.

PUB DATE- 22 Apr 85
NOTE- 38p.; Paper presented at the Annual Convention of the Orthopsychiatric Association (New York, NY, April 20-24, 1985). Study funded by the Faculty Scholarship Support Fund of the Pennsylvania State University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Affective Measures; *Age Differences; *Children; *Divorce; *Parent Attitudes; *Self Evaluation (Individuals); Young Adults

The impact of divorce on children seems to vary according to the child's age. Previous studies on the impact of divorce on children have generally focused on pre-schoolers and elementary-age children. Since more long-term marriages are ending in divorce, attention should also be given to adolescent and adult children of divorce. Subjects (N=26) who were 11 years old or older at the time of their parents' divorce responded to an instrument assessing their feelings at the time of the divorce and their feelings at the time they completed the questionnaire. Parents completed similar questionnaires for children (N=9) who were younger than 11 at the time of divorce. Parents' responses for the younger group of children indicated that the younger children were, in general, less troubled than the older ones at the time of the separation or divorce. The older children, in contrast, tended to show a wide range of responses and were more sensitive to their feelings at the time of separation as well as in the present. They reported feeling angrier and more depressed than the younger children at the time of divorce and also reported feeling unhappier than the younger children both at the time of divorce and at present. The older children, who were generally more variable in their self-ratings than the parents were in rating the younger children, also showed a larger mean score for total change than did the younger children. (DPO)

Kelley, Kathryn

Conceptualizing Chronic Self-Destructiveness.

PUB DATE- Apr 85
NOTE- 16p.; Invited address at the College of William and Mary, Williamsburg, VA.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adults; Affective Behavior; *Behavior Patterns; *Locus of Control; *Personality Traits; Psychological Patterns; *Test Reliability; Test Validity
IDENTIFIERS- *Self Destructiveness

Self-destructiveness can be viewed in two ways: as performing an act which one knows cognitively is not conducive to one's welfare but nonetheless leads to some pleasurable affect (e.g., overeating, smoking); or not performing an act one knows one should perform but which has some negative affective consequences (e.g., dental checkups, saving money). While there is no proof that self-destructive behaviors are interrelated, research in such areas as risk-taking, non-compliance with medical treatment, inability to delay gratification, and preference for delayed punishment indicates the possibility of some relationship. Since individual differences in such tendencies constitute a personality dimension of potential interest, an instrument is needed to identify a generalized syndrome of chronic self-destructiveness. With 12 samplings totaling 803 subjects, a 73-item measure of chronic self-destructiveness was developed and evaluated in a series of reliability and construct validity studies. Reliability of internal consistency was established with alpha coefficients ranging from .73 to .97, and a test-retest consistency ranging from .90 to .98. Chronic self-destructiveness was found to be positively related to external locus of control, negatively related to Type A coronary-prone behavior, and unrelated to need for achievement. (The instrument and scoring key, and a figure depicting the theoretical components of chronic self-destructiveness are included.) (DPO)

ED 261 269 CG 018 458

Instone-Noonan, Debra
Testing an Expectancy Model of Influence Use: A Simulated Work Group Experiment.
PUB DATE- Mar 85
NOTE- 37p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Boston, MA, March 21-24, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Employer Employee Relationship; *Expectation; Group Dynamics; Higher Education; Interpersonal Communication; *Leadership Qualities; *Leadership Styles; *Social Influences; *Success; Work Attitudes; *Work Experience

Expectancy of success refers to an individual's perceived probability of successfully exercising social influence. The leader's expectancy for success consistently emerges from theory and research as an important determinant in the type of influence he attempts to exert on group members. Theoretically, the leader's use of influence will be determined by his expectancy of success, which is shaped by his personal characteristics and the variables of the group situation. To explore this hypothesis, 220 college students were divided into 55 4-person work groups in which one person was randomly designated the leader. The groups performed a task while supervised by the leader. A situational variable within the task was the degree of assembly-line-type routinization each group used in performing its task. Afterwards the leaders supplied information concerning their personal characteristics and their expectations of success, and the workers supplied information concerning the type of influence the leader used. Analysis of variance results indicated that the leader's expectancy of success was not a mediating variable between the leader and the type of influence used or between the situation variables and the type of influence. There were significant relationships found between the leader's work experience and his expectancy for success, and between the leader's expectancy for success and use of specific influence strategies. (DPO)

DOCUMENT RESUME

ED 261 270 CG 018 459

Sharf, Richard S.
A Seven Year Study of Client Characteristics.
PUB DATE- Mar 85
NOTE- 19p.; Paper presented at the Annual Meeting of the American College Personnel Association (Boston, MA, March 24-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Anxiety; Change; *Client Characteristics (Human Services); *College Students; *Counseling Services; Higher Education; Motivation; Student Personnel Services; *Trend Analysis
IDENTIFIERS- University of Delaware

Counselors have speculated about changes in their clientele from year to year. From 1977 through 1984 between 1,175 and 1,575 students annually have used the counseling services at the University of Delaware. For each client, counselors conducted intake interviews and then completed forms with information on client characteristics. The infomation from those forms was grouped as identifying, university, severity and type of problem, and counselor judgments data. Results of data analysis indicated that there was a steady increase from 1977 to 1984 in the percentage of women clients and a slight but steady decrease in the percentage of Caucasian clients. Relatively few changes were found with regard to university data (e.g., date of graduation, source of referral). There was a trend for students to increasingly request assistance for personal rather than vocational or educational problems. From 1979 through 1983 there was a slight increase in counselor-rated severity of personal problems, with the rate of severity highest in 1977 and 1978. There was an increase in counselors' ratings of client motivation for counseling from 1977 through 1983, while their ratings of client anxiety levels appeared to be relatively stable. (Four data tables and the counseling center intake form are included). (NRB)

ED 261 271 CG 018 460

Ehrensaft, Diane
Man, Woman, and Child: The Shared Parenting Family.
PUB DATE- Apr 85
NOTE- 22p.; Paper presented at the Annual Convention of the Orthopsychiatric Association (New York, NY, April 20-24, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Caregivers; *Child Rearing; *Dual Career Family; Family Life; *Family Relationship; Parent Child Relationship; *Parent Role; Spouses
IDENTIFIERS- Intimacy; Nurturance; *Shared Parenting Family

As more women enter the work force, a new family phenomenon is emerging - the shared parenting household. To examine the dynamics of this new family type, 40 couples in shared parenting families were interviewed. In these families, both parents shared the responsibilities of primary caregiver while also working at full-time white collar or professional jobs or being enrolled in academic programs. Preliminary findings revealed that both women and men in shared parenting families felt a disidentification with their own same-sex parent. Mothers reported entering shared parenthood to avoid feared losses of their own identity; fathers reported entering it with expected gains. Mothers described their relationships with their children as "nurturing" while fathers described the father-child relationship as "intimate". Mothers often expressed feelings of jealousy and rejection because of the bond between father and child. Although the child may feel caught in the middle, the shared parenting family can generate for the child an understanding that men, like women, are feeling people who can express their emotions. At the same time, the child is provided with role models of women who are multidimensional in their lives and experiences. Hopefully, the child in a shared parenting family will be able to integrate the father's intimacy and the mother's nurturing so that these qualities are woven into one person, male or female, who can someday offer both qualities to his or her own child (NRB)

ED 261 272   CG 018 461

Valdez, Roberta L.
Self-Blame and Sex-Role Beliefs in Domestic Violence Victims.
PUB DATE- 20 Apr 85
NOTE- 14p.; Paper presented at the Annual Meeting of the Western Psychological Association (65th, San Jose, CA, April 18-21, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attribution Theory; *Battered Women; Behavior; *Family Violence; Feminism; Personality; Role Perception; *Self Esteem; *Sex Role; Victims of Crime
IDENTIFIERS- *Help Seeking; *Self Blame

A differentiation between two types of self-blame, behavioral and characterological, has been suggested. Behavioral self-blame is control-related and pertains to attributions made to one's behavior, while characterological self-blame is esteem-related and involves attributions made to one's character. To assess the efficacy of separating the attributions of victims of domestic violence into these two categories, and to determine the existence of any relationships between self-blame and help-seeking behavior, 30 women residents of a battered women's shelter were interviewed. The relationships among sex-role beliefs, self-blame, and reasons for staying in an abusive relationship were also examined. The results, when compared to the results of a study examining the effects of the two types of self-blame among victims of sexual harassment (Jensen and Gutek, 1982), revealed that a larger proportion of the domestic violence victims agreed with the behavioral and the characterological self-blame items than did the sexual harassment victims. The sex-role beliefs scale was negatively correlated with the characterological self-blame item suggesting that women with feminist sex-role beliefs would engage in less characterological self-blame. The two measures of behavioral self-blame were correlated, while the correlations between the characterological self-blame item and the behavioral items were not significant. These findings provide support for the differentiation between behavioral and characterological self-blame among victims of domestic violence, a differentiation which is useful because of the different therapeutic implications of each type of self-blame. (NRB)

ED 261 273 CG 018 462

Shiller, Virginia

Joint and Maternal Custody: The Outcome for Boys Aged 6-11 and Their Parents.

PUB DATE- 24 Apr 85
NOTE- 11p.; Paper presented at the Annual Convention of the Orthopsychiatric Association (New York, NY, April 20-24, 1985)
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); Behavior Problems; *Child Custody; *Children; *Child Welfare; *Divorce; Fatherless Family; *Males; Parent Child Relationship; Self Esteem; Student Adjustment
IDENTIFIERS- *Joint Custody; *Maternal Custody

Although divorcing parents have a variety of child custody arrangements from which to choose, opinions are mixed as to which children benefit from which arrangements. To compare the adjustment of boys in joint and maternal physical custody and to investigate factors related to their adjustment, 20 joint custody families with a boy aged 6-11 and a matched group of 20 maternal custody families in which the boy had regular visitations with the father were interviewed. Individual interviews with the boy, both parents when possible, and a written report from a subset of teachers were obtained. Parents reported boys in joint custody to have significantly fewer behavioral difficulties, teachers indicated that joint custody children were better adjusted in the classroom, and informal clinical impressions suggested that joint custody boys had higher self-esteem and less anxiety than maternal custody boys. While the adjustment of maternal custody boys was highly correlated with the length of time elapsed since separation, there was no correlation between time elapsed and the adjustment of joint custody children. This finding suggests that divorce may be less of a crisis for boys in joint custody. Data from follow-up questionnaires sent to all parents 2 years after the original study suggest that fathers who chose joint custody had higher self-esteem and were more respected by their ex-wives during their marriages. (NRB)

ED 261 274 CG 018 463

Maiden, Robert J.

The Attribution of Universal or Personal Helplessness in Nondepressed and Depressed Elderly Females.

PUB DATE- 81
NOTE- 20p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (52nd, New York, NY, April 22-25, 1981).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attribution Theory; Cognitive Processes; *Depression (Psychology); Failure; *Females; *Helplessness; Individual Power; *Locus of Control; *Older Adults; Psychological Patterns; Success

The potential for feelings of hopelessness and depression in the aged is well documented. Although studies have examined the role of perceived control in ameliorating depression in the institutionalized elderly, no research has actually measured the perceived causal attributions among depressed, hopeless and/or institutionalized elderly populations. To explore the different types of attributional styles used by depressed/nondepressed elderly women (N=50), the old and the reformulated models of learned helplessness were tested. Pretest scales included the Zung Depression Scale, the Gallagher Well-Being Scale, the Rosenberg Self-Esteem Scale, the Rosow and Breslau Health Scale, the Information subtest of the Wechsler Adult Intelligence Scale, and the subject's education level. Subjects were presented with a Thematic Apperception Test card depicting a success/failure situation and were asked to determine the degree to which task difficulty, luck, effort, and ability contributed to the respective outcomes. Data analysis revealed significant interactions on the luck and ability variables, which upheld the reformulated model predictions that depressed subjects would attribute success to an external agent and failure to an internal agent and nondepressed subjects would attribute failure to an external agent and success to an internal agent. The principle implication is that depression may be reversed by replacing maladaptive cognitions with more vital ones, suggesting that treatment for depression in the elderly should continue to be cognitive therapy. (Tables of data analyses are included in the appendices). (NRB)

ED 261 275 CG 018 473

Roberson, Ken E.; And Others

Moods and Ratings of Life Goals.

PUB DATE- Apr 85
NOTE- 15p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (31st, Austin, TX, April 18-20, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Goal Orientation; Higher Education; *Motivation; Objectives; Sex Differences; Social Status; *Status Need
IDENTIFIERS- *Moods; *Sadness

Although studies have suggested that moods may affect motivation, the nature of these effects remains obscure. To clarify the relationship between mood and motivation, manipulated mood and self-reports of mood were related to paper-and-pencil ratings of motivational orientation. College students (N=70) in Happiness Induction and Sadness Induction mood manipulating groups followed instructions for mood induction, reported their feelings on the Mood Adjective Checklist (MACL), and rated the attractiveness of 56 different general long-term life goals on the Goals Questionnaire. A manipulation check revealed that the mood induction had not significantly affected self-reports of any MACL mood factors. There were significant differences between the two groups on 11 of the goals rated, and significant differences on four additional scales for females only. Significant correlations with sad mood were found for 12 goal-scales with the entire group and for 15 goal-scales with female subjects alone. A cluster analysis of data resulted in the identification of five goal clusters (Jet Set, Self Improvement, Security, Other Orientation, Morality). Goals in the Jet Set cluster, which combined motives for wealth, glamour, and a very high social status, were involved in 31 of the 55 significant effects. All Jet Set goals were involved in at least one significant effect. The strongest trend in these results seems to be that sad mood is related, both experimentally and correlationally, to Jet Set goals. (NRB)

ED 261 276 CG 018 474

Slem, Charles M.
Type A Behavior/Stress and the Person-Environment Fit Hypothesis.
PUB DATE- Apr 85
NOTE- 15p.; Paper presented at the Annual Meeting of the Western Psychological Association (65th, San Jose, CA, April 18-21, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); Behavior Patterns; College Students; *Congruence (Psychology); Higher Education; *Life Style; Personality Traits; *Stress Variables
IDENTIFIERS- *Type A Behavior; *Type B Behavior

Although the Type A behavior pattern has been linked to serious health disorders, recent evidence suggests that the Type A style only produces negative health consequences when its fit with the environment is poor. A study was undertaken to determine whether there was a difference between Type A and Type B persons in general lifestyle pace preference. College students (N=140) completed a number of stress measurements, the Jenkins Activity Survey (JAS) Form D, and a brief survey assessing preferred pace style and current style. Students were categorized as Type A or Type B by their JAS scores. Pace incongruence was determined by subtracting the preferred pace score from the current pace score. The results indicated that, compared to Type B students, Type A students preferred a faster paced environment and reported a faster paced current environment. Students who were pace-incongruent reported significantly greater stress on all stress measures. Approximately twice as many Type A students as Type B students were pace-incongruent, and Type A students reported more stress related to their current pace. When pace-congruent Type A students were compared with pace-congruent Type B students, Type A students still reported significantly more stress with the exception of pace-control stress, where congruent Type A's were significantly less stressed. These results support the person-environment fit stress hypothesis, and confirm the Type A preference for faster paced environments and the Type A propensity to be in lifestyles which are pace-incongruent. (NRB)

ED 261 277 CG 018 475

Creamer, Vicki A.; Brown, Sandra A.

Expectations of Reinforcement from Alcohol: Abusing versus Nonabusing Adolescents.

PUB DATE- Apr 85
NOTE- 15p.; Paper presented at the Annual Meeting of the Western Psychological Association (65th, San Jose, CA, April 18-21, 1985).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Alcoholic Beverages; *Behavior Patterns; *Drinking; *Expectation; High Risk Persons; *Parent Influence; *Reinforcement

Expectancies of reinforcement from alcohol have been investigated from a variety of research perspectives. Although results vary with methodology, subject characteristics, and amount of alcohol consumed, research seems to indicate that the expectation of receiving alcohol influences, and at times outweighs, the actual pharmacological properties of alcohol in determining certain behaviors. To determine whether significant differences exist between alcohol abusing and nonabusing adolescents, adolescent alcohol expectancies and drinking patterns were investigated in 91 adolescents and their parents. Adolescents were classified as Low Risk if neither they nor their parents had problems with alcohol, as At Risk if one parent was currently in an alcohol treatment program, and as Alcohol Abusing if the adolescent was in an alcohol treatment program. Parents were classified as Abusers or Nonabusers. Adolescents and parents completed survey materials which included demographic information, drinking history, number and kinds of recent life stressors, coping strategies, and the Alcohol Expectancy Questionnaire. Data analyses revealed that Alcohol Abusing adolescents scored significantly higher than Low Risk adolescents on the AEQ scale of Positive Cognitive Motor Changes; significantly higher than the At Risk group on Expectation of Tension Reduction; and significantly higher than both groups on Global Positive Transformation of Experience, Enhanced Social Behavior, Increased Arousal, and in total alcohol reinforcement expectancies. These findings suggest that alcohol-abusing adolescents expect significantly more reinforcement from alcohol than do nonabusing adolescents. (NRB)

ED 261 278 CG 018 476

Speisman, Joseph C.; And Others
Marital Adjustment and Congruence in Intimacy Maturity.
PUB DATE- Mar 85
NOTE- 11p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Boston, MA, March 21-24, 1985).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); *Congruence (Psychology); *Interpersonal Communication; *Marital Satisfaction; *Maturity (Individuals); Sex Differences; *Spouses
IDENTIFIERS- *Intimacy

There has been little research linking similarity between spouses on any aspect of maturity and marital adjustment. As part of a large-scale, longitudinal project on family relations, five dimensions of intimacy (relationship orientation, caring/concern, sexuality, commitment, communication) and three broad levels of intimacy maturity were identified. Congruence of intimacy was calculated on each of the five intimacy dimensions in a sample of 31 married couples who completed Spanier's Dyadic Adjustment Scale and were interviewed individually with an adaptation of Orlofsky's interview assessing intimate relationships. The results indicated that congruence on the dimension of communication was significantly related to marital adjustment in both husbands and wives. In addition, congruence in commitment and relationship orientation was related to adjustment among husbands, but not among wives. These findings suggest that congruence in communication maturity is important to both partners, but for husbands, congruence in other areas of intimacy maturity is important as well. These results support the belief that each partner may conceptualize the relationship differently and be influenced by a different set of factors. (NRB)

ED 261 279 CG 018 477

Brown, Arnold S.

Increasing the Effectiveness of the Informal Support System in Rural Areas. Research Brief.

PUB DATE- 19 Mar 85
NOTE- 12p.; Paper presented at the Annual Meeting of the Western Gerontological Society (31st, Denver, CO, March 16-20, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Day Care; Adults; *Attendance; *Community Services; Deinstitutionalization (of Disabled); Older Adults; *Program Evaluation; *Volunteer Training

IDENTIFIERS- *Caregivers

A major problem of long term care for the elderly is providing alternatives to institutionalization. An estimated 75 percent of all long term care provided to the elderly is from informal caregivers, usually family members who face numerous problems they are not trained to handle. A model program which provided 25 informal volunteer caregivers with training in caregiving skills was evaluated in terms of two hypotheses: (1) that commitment to caregiving and the caregiving group, knowledge of community services, confidence in caregiving ability, and a positive perception of community services would be bolstered by frequent attendance at the training sessions; (2) that as these factors increased, willingness to serve as informal caregivers would also increase. Pre- and post-test questionnaire data were obtained from 14 program participants. The results showed a negative correlation between attendance at training sessions and confidence in the performance of caregiver tasks, commitment to caregiving, and commitment to the caregiver group. Although some participants became more familiar with community services, regarded services more positively, gained in caregiver confidence, and became more committed to caregiving and the caregiver group, these changes were not correlated with attendance at the training sessions. (DPO)

ED 261 280 CG 018 478

Gentile, Nicholas
Program Models for the Prevention, Intervention and Treatment of Student Substance Abuse.
New Jersey State Dept. of Education, Trenton.
REPORT NO.- PTM-400-13
PUB DATE- May 84
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Alcohol Education; Alcoholism; Drinking; *Drug Abuse; *Drug Education; Drug Rehabilitation; Elementary Secondary Education; Intervention; *Models; Prevention; *Smoking; Social Adjustment; *Student Problems; Tobacco
IDENTIFIERS- New Jersey

This booklet presents 28 model programs for dealing with substance abuse which are currently used in New Jersey public schools. These programs are arranged in three categories based on the services which they provide: prevention (an attempt to avoid substance abuse problems before they appear); intervention (helping abusers who risk developing serious problems); and treatment (helping individuals who may be dysfunctional because of substance abuse). Multi-faceted programs which combine the previous three categories are also described. Prevention programs are further divided into programs which focus on (1) substance abuse; (2) tobacco and smoking; and (3) social adjustment. Information on each program includes program title; type; a brief description of the program; appropriate grade level; New Jersey districts using the program; and the name, address, and phone number of the person or agency who can be contacted for more information. An appendix lists individuals and agencies dealing with substance abuse in New Jersey. (DPO)

ED 261 281 CG 018 479

Appel, Yetta H.; And Others
Adolescent Suicide Awareness Training Manual.
New Jersey State Dept. of Education, Trenton.
REPORT NO.- PTM-400-18
PUB DATE- May 84
NOTE- 58p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adolescent Development; *Adolescents; Community Resources; *Helping Relationship; *High Risk Persons; Identification; *Intervention; Mental Health Programs; *School Personnel; Secondary Education; *Suicide

This training manual is intended for use by school personnel, especially at the secondary school level, who must deal directly with suicidal behavior among students. Guidelines are presented for dealing with the reactions of a school system to an actual suicide and for dealing with the return to school of a student following a suicide attempt. An overview of adolescent suicide is provided which includes a statistical profile of adolescent suicide and brief discussions of 15 myths about suicide. Some crises experienced in puberty and adolescence are discussed. This manual is not designed to train school personnel to treat the suicidal adolescent, but rather to aid personnel in the identification of students who may be suicidally prone. An intervention approach is described which, beginning with identification of at-risk students, moves on to suggest ways of: (1) linking these students and their families to appropriate mental health and community resources; (2) working with the parents and the community; and (3) working with the students in an educational context. A four-page bibliography of recommended books, journal articles, and film strips is included. (NRB)

ED 261 282 CG 018 480

Skinner, Denise A.
Managing in Dual-Employed Families: Policies and Perspectives That Would Help.

PUB DATE- Oct 84
NOTE- 18p.; Paper presented at the Annual Meeting of the National Council on Family Relations (San Francisco, CA, October 16-20, 1984). Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Community Support; *Dual Career Family; *Employed Parents; Family Structure; Flexible Working Hours; Job Sharing; Part Time Employment; *Public Policy; Social Change; Stress Management; *Stress Variables; *Work Environment

The increase in labor force participation of women, and particularly of mothers from two-parent families, has been accompanied by significant changes in family structures. Although the traditional family is no longer the norm, many social perspectives and policies reflect the belief that it is and do not meet the needs of dual-employed families. Dual-employed couples experience problems of work and role overload, identity and normative stressors stemming from traditional sex-role stereotypes, and difficulties in coordinating daily schedules. Societal changes which would increase the quantity and quality of all kinds of services (educational, domestic, child care, etc.) would strengthen dual-employed family living. Institutional changes which would increase the flexibility of the occupational structure would also aid significantly in reducing stress in dual-employed families. Flexible scheduling, increased availability of part-time employment, on-site day care, and parental leaves are some of the occupational changes which would enable individuals to combine work and family roles with less strain. Social changes which would benefit dual-employed families involve a re-evaluation of the traditional career path model, nondiscriminatory employment opportunities, comparable worth legislation, and a change in marriage tax laws. (NRB)

ED 261 283 CG 018 481

Geen, Russell G.

Test Anxiety, Persistence, and Response Withholding under Conditions of Repeated Failure.

PUB DATE- 3 May 85
NOTE- 11p.; Paper presented at the Annual Meeting of Midwestern Psychological Association (57th, Chicago, IL, May 2-4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Benavior Patterns; College Students; *Coping; Higher Education; *Persistence; *Psychological Patterns; *Test Anxiety; Time Management; *Time on Task

Although research suggests that highly test anxious subjects are often motivated to escape from situations in which they are being evaluated, many persons in experimental situations do not see escape as an option. To examine the behavior of test anxious persons in aversive test situations, 60 college students, who were assessed as being high or low in test anxiety by their scores on the Test Anxiety Scale, attempted to solve an unsolvable line-tracing task under ego-involving test conditions. By means of instruction, the experimenter created weak, moderate, and strong levels of constraint against leaving. An analysis of the mean time subjects spent on the task for each experimental condition revealed that the high test anxiety-weak constraint condition was associated with a significantly shorter period of time on task than any other condition. Under weak constraint, high test anxiety subjects chose to escape more often than did low test anxiety subjects. Other results indicatd that subjects in the high test anxiety-strong constraint condition worked more slowly than did low test anxiety subjects under strong constraints. This finding, in conjunction with subjects' self-reports of their efforts to solve the task, lends support to the hypothesis that high test anxiety subjects with no easy escape will perform the task with greater caution. (NRB)

DOCUMENT RESUME

ED 261 284 CG 018 482

Durand, Henry F.; Reister, Barry W.
Management Theory Meets Student Development Theory: Implications for Student Affairs Programming.
PUB DATE- Apr 85
NOTE- 21p.; Paper presented at the Annual Meeting of the National Association of Student Personnel Administrators (Portland, OR, March 31-April 3, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Empathy; Higher Education; *Leadership Styles; *Learning Readiness; Listening Skills; *Personality Development; Self Esteem; *Student Development; Student Motivation; *Student Personnel Services
IDENTIFIERS- *Situational Leadership Theory

One goal of student affairs programming is the promotion of character development. Based on the assumption that empathy training will have a significant impact on character development, a study was designed which incorporated the listening skills (empathy) training of the Sierra Project (Whitely, 1982) with the Hersey/Blanchard model for situational leadership. College students' (N=39) scores on Kagan's Affective Sensitivity Scale fell within four groups of empathy readiness: R1 (low motivation/low ability), R2 (high motivation/low ability), R3 (high ability/low motivation), and R4 (high ability, high motivation). Subjects were then divided into four listening skills training workshop conditions: S1 (high task/low relationship), S2 (high task/high relationship), S3 (low task/high relationship), and S4 (low task/low relationship). In an effort to monitor the effects of the training on self-esteem, a semantic differential was administered before the workshop began, at the midpoint, and immediately after the workshop. The Affective Sensitivity Scale was readministered after completion of the workshop to measure changes in ability to empathize. The results indicated that high skilled students (R3-R4) who participated in a low structured (S3-S4) treatment did significantly better than high skilled students who participated in the high structured (S1-S2) intervention. Low skilled (R1-R2) students in a high structured (S1-S2) intervention did significantly better than low skilled students in a low structured (S3-S4) intervention. Changes in self-esteem throughout the study indicated the importance of monitoring self-esteem, although at this time results are only speculative. (NRB)

ED 261 285 CG 018 483

Levy, Leon H.; And Others
Aspects of Perceived Personal Competence in Older Adults and Their Relation to Mood and Morale.
PUB DATE- Mar 85
NOTE- 12p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Boston, MA, March 21-24, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Ability; *Competence; Evaluative Thinking; Individual Differences; *Interpersonal Competence; *Older Adults; Perception; Psychological Patterns; Self Concept; *Self Evaluation (Individuals); *Well Being

Research suggests that the perception of personal competence may account for a significant portion of the variance in individual physical and psychological well-being. Yet to be investigated is how people arrive at judgments of their competence, the structure of personal competence perception represented by these judgments, and the relation of the various elements of this structure to physical and psychological well-being in older adults. To examine these issues, three parallel forms of a questionnaire were constructed, each representing one of three judgment perspectives (self-anchored, comparable age peer, generalized other). The questionnaire assessing perceived cognitive competence and social/emotional competence was administered to 19 older adults. Subjects also completed the Revised Philadelphia Geriatric Morale Scale, the Profile of Mood States, the Health Status Interview, the Hassles Scales, and the Social Support Questionnaire. Product-moment correlations between self-anchored, ipsative judgments of competence and normative judgments, based on either the age peer or generalized other standard, suggest that they are relatively independent of each other. It appears that participants were responding differentially in reporting their competence judgments, depending upon whether they had been instructed to take an ipsative or a normative approach. Overall, the findings suggest that both cognitive and social/emotional competence, and all three judgment perspectives, may play important roles in affecting the well-being of older adults. (NRB)

ED 261 286 CG 018 484

The Rewarding Challenge: Welcoming Re-Entry Women Students to the Small College.
Midland Lutheran Coll., Fremont, NE.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 85
NOTE- 67p.
AVAILABLE FROM- Education Development Center, Inc., 55 Chapel Street, Newton, MA 02160.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- College Administration; College Faculty; College Students; *Females; Higher Education; *Needs Assessment; *Program Development; *Reentry Students; *Small Colleges; *Student Needs; Student Recruitment
IDENTIFIERS- Midland Lutheran College NE; Project for Reentry Students

This handbook was designed to offer a low-cost, local, and practical approach to working with re-entry women college students. It is intended for use by staff in small colleges (under 1,000 students) where women's centers and on-campus child care are rare and where the needs of re-entry students have not been adequately addressed. The information presented is based on the experience of the Project for Re-Entry Students implemented at Midland Lutheran College in Fremont, Nebraska. Citing the strategies used at Midland as examples, this guide outlines a method by which small colleges can design programs for re-entry students suited to their individual needs. The numbers and needs of re-entry women students are presented along with suggestions for meeting those needs. Ways of obtaining information about a college's re-entry student population and its specific needs are discussed, and ways to use this local information are considered. Specific suggestions for action are provided in the areas of recruitment and orientation, student services, faculty services, and administrative services.

The handbook concludes with a brief discussion of program evaluation; a list of references; and appendices which contain a student survey form, a summary of the needs assessment survey, and a brochure for re-entry students. (NRB)

ED 261 287 CG 018 485

Social Security Disability Reviews: The Human Costs. Hearing before the Special Committee on Aging. United States Senate, Ninety-Eighth Congress, Second Session (Part 1 - Chicago, Illinois).

Congress of the U.S., Washington, D.C. Senate Special Committee on Aging.

REPORT NO.- Senate-Hrg-98-773-Pt-1
PUB DATE- 16 Feb 84
NOTE- 131p.; For parts 2 and 3 of hearings on the social security disability reviews, see CG 018 486-487. Some pages are marginally reproducible due to small print.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Disabilities; *Eligibility; *Evaluation Criteria; Federal Legislation; *Finance Reform; Hearings; *State Action
IDENTIFIERS- Congress 98th; Illinois (Chicago); *Social Security Benefits

This document provides transcripts of witness testimony and prepared statements from the first of three Congressional hearings called to examine at the local level the administration of the social security disability review program. Following the opening statements of Senators John Heinz and Charles H. Percy, testimonies are presented from three disabled individuals whose social security disability benefits were discontinued as a result of the Social Security Administration's review. Additional witness testimonies are included from the regional director, National Association of Disability Examiners; the executive director, Developmental Disabilities Protection and Advocacy Board; representatives of the Northwestern University Legal Clinic and the Legal Assistance Foundation of Chicago; the director of programs, Access Living of Metropolitan Chicago; the assistant to the governor of Illinois for human services; the director, Department of Rehabilitation Services, State of Illinois; and the administrator, Bureau of Disability Adjudicative Services, State of Illinois. Topics covered include the high percentage of wrongful terminations of benefits as a result of the reviews; the need to continue benefits to the disabled during the review process; and the necessity for legislation to ensure fairness in the review process. The appendix contains additional material related to the hearing. (MCF)

ED 261 288 CG 018 486

Social Security Disability Reviews: The Human Costs. Joint Hearing before the Special Committee on Aging, United States Senate and the Subcommittee on Social Security of the Committee on Ways and Means, House of Representatives, Ninety-Eighth Congress, Second Session (Part 2 - Dallas, Texas).

Congress of the U.S., Washington, D.C. House Committee on Ways and Means.

REPORT NO.- Senate-Hrg-98-773-Pt-2
PUB DATE- 17 Feb 84
NOTE- 69p.; For parts 1 and 3 of hearings on the social security disability reviews, see CG 018 485 and CG 018 487. Some pages are marginally reproducible due to small print.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Disabilities; *Eligibility; *Evaluation Criteria; Federal Legislation; *Finance Reform; Hearings; *State Action
IDENTIFIERS- Congress 98th; *Social Security Benefits; Texas

This document provides transcripts of witness testimony and prepared statements from the second of three Congressional hearings called to examine at the local level the administration of the social security disability review program. Opening statements by Congressmen Martin J. Frost and J. J. Pickle, and Senator John Heinz are presented. Testimony is given from a panel of four Texas residents whose social security disability benefits were terminated as a result of the Social Security Administration's review. Additional testimony is presented from representatives of the state of Texas governor's office, rehabilitation commission, disability determination department, and department of human services; from the president, National Association of Disability Examiners; and from an attorney who has represented disabled clients during their appeal of the Social Security Administration's decision to terminate their disability benefits. Topics covered include the high percentage of wrongful terminations brought about by the review; the need for uniform standards for states involved in the review process; and the need for legislation to ensure a fair review process. The appendix contains additional material related to the hearing. (MCF)

ED 261 289 CG 018 487

Social Security Disability Reviews: The Human Costs. Joint Hearing before the Subcommittee on Social Security of the Committee on Ways and Means, House of Representatives and the Special Committee on Aging, United States Senate, Ninety-Eighth Congress, Second Session (Part 3 - Hot Springs, Arkansas).

Congress of the U.S., Washington, D.C. Senate Special Committee on Aging.

REPORT NO.- Senate-Hrg-98-773-Pt-3
PUB DATE- 24 Mar 84
NOTE- 335p.; For Parts 1 and 2 of hearings on the social security disability reviews, see CG 018 485-486. Some pages are marginally reproducible due to small print.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Disabilities; *Eligibility; *Evaluation Criteria; Federal Legislation; *Finance Reform; Hearings; *State Action
IDENTIFIERS- Arkansas; Congress 98th; *Social Security Benefits

This document provides transcripts of witness testimony and prepared statements from the third of three Congressional hearings called to examine at the local level the administration of the social security disability review program. Opening statements are presented from Representatives J. J. Pickle and Beryl Anthony, Jr., and Senator Daniel Pryor. Additional testimonies are presented from Bill Clinton, Governor of Arkansas; representatives of Arkansas state agencies dealing with the disabled; psychiatrists, attorneys, and judges from the Office of Hearings and Appeals; and two Arkansas citizens whose benefits were terminated as a result of the social security disability review process. Topics covered include the effect of the present review procedures on disability benefits recipients, the growing pressure from the states to implement their own administrative procedures for the review program in defiance of federal guidelines, the inadequacy of administrative procedures to resolve the crisis brought about by review policies, and the need for federal legislation to ensure fair review practices. An additional submission for the record from the president of the National Association of Disability Examiners is included. (MCF)

ED 261 290 CG 018 488

Long-Term Care: Need for a National Policy. Hearing before the Subcommittee on Health and Long-Term Care of the Select Committee on Aging. House of Representatives, Ninety-Eighth Congress, First Session (December 15, 1983, San Francisco, California).

Congress of the U.S., Washington, D.C. House Select Committee on Aging.

PUB DATE- 84

NOTE- 119p.; Some pages are marginally reproducible due to small print.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Federal Programs; *Government Role; *Health Insurance; Hearings; Home Programs; *Policy Formation; Prevention

IDENTIFIERS- Alzheimers Disease; Caregivers; Congress 98th; *Long Term Care

This document contains transcripts of witness testimony and prepared statements from the Congressional hearing called to review the need for a national health care policy for long-term care. Opening statements are presented from committee chairman Claude Pepper and from Representatives Sala Burton and Barbara Boxer. Testmonies are presented from representatives of the state of California including the lieutenant governor, the chairwoman, Assembly Committee on Aging and Long-Term Care, and the chairman, Senate Subcommittee on Aging; and from representatives of San Francisco city and county agencies. Additional testimony is provided from three panels of witnesses: panel one includes Alzheimer's patients and caregivers, pediatric home-care recipients and caregivers, and representatives of home health service agencies and support groups; panel two includes representatives from the University of California Department of Family and Community Medicine and Aging Health Policy Center, the president of On Lok Senior Health Services, and the editor of a journal related to long-term and home health care; panel three includes a supervisor and a former supervisor of in-home health service agencies. The focus of the hearing is the federal role in structuring a comprehensive continuum of care to address preventative, acute, and chronic health care needs. The appendix contains additional material submitted for the record. (MCF)

ED 261 291 CG 018 489

Health Maintenance Organizations and the Elderly: Promises, Problems, and Prospects. Hearing before the Select Committee on Aging. House of Representatives, Ninety-Eighth Congress, Second Session (Boca Raton, Florida).

Congress of the U.S., Washington, D.C. House Select Committee on Aging.

PUB DATE- 9 Jul 84

NOTE- 120p.; Some pages are marginally reproducible due to small print.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Delivery Systems; *Health Insurance; Hearings; *Older Adults; Program Descriptions; Quality Control; *State Standards

IDENTIFIERS- Congress 98th; Florida; *Health Maintenance Organizations

This document contains the transcripts of witness testimony and prepared statements from the Congressional hearing called to explore the impact of the Health Maintenance Organization (HMO) on the health care system and on the elderly in particular. Opening statements are given from Representatives Dan Mica, Matthew Rinaldo, and Lawrence Smith. Testimony is presented from two panels of witnesses. The first panel consists of four Florida citizens who are members of HMO's and who represent the consumer's viewpoint. Also included on panel one are representatives of the Florida Insurance Commission and the Department of Health and Human Services. The second panel of HMO providers includes the president, Doctor's Office, Incorporated; the executive director, Group Health Association of America; the senior vice president for medical affairs, International Medical Centers; the director of administration, Av-Med, Incorporated; and the president and past president of two Florida county medical societies. Additional, brief testimony is included from 25 audience participants. Topics covered include the nature and kinds of problems associated with alternative health care programs including the need for: regulation of HMO's, assurance of quality care, and review of the enrollment and disenrollment process. The appendix contains additional material submitted for the record. (MCF)

Corporate Retiree Health Benefits: Here Today, Gone Tomorrow? Hearing before the Select Committee on Aging. House of Representatives, Ninety-Eighth Congress, Second Session (June 27, 1984).
Congress of the U.S., Washington, D.C. House Select Committee on Aging.
PUB DATE- 85
NOTE- 140p.; Some pages are marginally reproducible due to small print.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Financial Problems; *Health Insurance; Hearings; Labor Problems; *Money Management; *Personnel Policy; *Retirement Benefits
IDENTIFIERS- Congress 98th; *Health Care Costs

This document contains witness testimonies and prepared statements from the Congressional hearing called to examine the rise in health care costs and its effect on retirees' health benefits. Opening statements are provided from committee members. The retiree's perspective is given by a retiree and a granddaughter of a retiree who have had their health insurance terminated; and by a representative from the Midland Alive Coalition, a citizens' group concerned with the decision at one steel mill to terminate the medical benefits of former union employees now on pension. The views of experts in the field are presented by Anthony Gajda, an economist, and Donald Fuerst, an actuary from William M. Mercer-Meidinger, Inc. Mr. Gajda summarizes three regional surveys regarding post-retirement medical benefit plans, discusses businesses' concerns about rising retiree medical costs, and presents recommendations for change in retiree medical plans. Mr. Fuerst discusses the relationship between current retiree costs and ultimate retiree medical costs, and presents the Unit Credit, Entry Age, and Aggregate Methods as three ways to accumulate by retirement date the necessary reserve to fund an employee's benefits. The views of labor are given by the vice-president for human affairs for United Steelworkers of America, and the business perspective is discussed by the president of the Washington Business Group on Health, an organization for the health policy and cost management interests of major employers. Supplemental materials are provided throughout the document and in the appendices. (NRB)

ED 261 293 CG 018 491

Gross, Sharon Ruth
The Effects of Salience of Ingroup Identity on Perceived Social Support and Opinion Certainty.
PUB DATE- Dec 85
NOTE- 83p.; Basis for a paper presented at the Annual Meeting of the Western Psychological Association (65th, San Jose, CA, April 18-21, 1985). Master's Thesis, University of Southern California. Appended questionnaires contain small print.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Group Membership; Higher Education; *Identification (Psychology); Males; *Perception; Self Esteem; Student Attitudes
IDENTIFIERS- *Projection (Psychology); *Salience; Social Comparison

Many theorists have examined the roles that social comparison, social projection, and group membership might play in shaping a person's beliefs. Several hypotheses regarding certainty of opinion and perceived similarity between oneself and one's ingroup were tested in a sample of 76 white male commuter students at two universities. Subjects were randomly assigned to one of four experimental conditions and were given packets of questionnaires to complete. Salience was manipulated by either establishing high salience of group identity (conflict induction condition) or maintaining low salience of group identity (interpolated condition). The projection manipulation consisted of either asking students to estimate the attitudes of a target ingroup or omitting this request. The results showed that increasing the salience of ingroup identity by conflict induction did not increase subjects' certainty about their own attitudes, and only in the conflict-related issues did opportunity to project seem to lead to increased certainty. The hypothesis that increased salience of ingroup identity should increase perceptions of similarity between oneself and one's ingroup was clearly supported by the results. Futhermore, within the context of both greater elevation and content similarity, when saliency of group identity was high, subjects perceived themselves to be more similar in elevation to their ingroup on the high-importance and conflict-related issues, while they responded most differently to the content for themselves and ingroup on those same issues. (Descriptions of two pilot studies and the questionnaire forms are included in the appendices.) (NRB)

ED 261 294 CG 018 492

Matlin, Margaret W.; Matkoski, Kathleen M.
Gender-Stereotyping of Cognitive Abilities.

PUB DATE- Mar 85
NOTE- 10p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Boston, MA, March 21-24, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Ability; College Students; Higher Education; *Mathematics Skills; *Sex Differences; *Sex Stereotypes; *Verbal Ability
IDENTIFIERS- Scholastic Aptitude Test

In the area of cognitive skills, the actual differences between males and females are relatively small. Females score slightly higher on verbal tasks and males score slightly higher on mathematical tasks. According to the cognitive approach to stereotypes, people should perceive these differences to be quite large. To determine whether subjects would estimate large differences between females and males in verbal and mathematical performance, 101 college students estimated the average scores for females and males in their freshman class on the verbal and mathematical portions of the Scholastic Aptitude Test (SAT). Subjects also completed the Bem Sex-Role Inventory (BSRI). The results indicated that both female and male subjects judged that females would do significantly better on the verbal portion and that males would do significantly better on the mathematical portion of the SAT. Further analyses demonstrated that female and male subjects did not differ in the extent of their stereotyping. Sex-typed individuals (feminine females and masculine males), as identified by scores on the BSRI, showed no greater tendency to stereotype than did other individuals. (Author/NRB)

McGann, John; Strauss, Jane

Building a Network for Children of Divorce.

PUB DATE- 85
NOTE- 17p.; Paper presented at the Annual Meeting of the National Association of Social Workers (New Orleans, LA, January 31-February 3, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); *Children; Class Activities; *Divorce; Elementary Secondary Education; Intervention; Parent Teacher Cooperation; *School Activities; *School Social Workers; *Social Support Groups; Teacher Workshops
IDENTIFIERS- Parent Teacher Association

Divorce is a complicated situation, requiring multifaceted interventions and supports. This paper describes a program designed to enhance the ability of social structures to support children experiencing the impact of parental separation and divorce. The program is a four-part, school-based intervention aimed at educating significant adults regarding the expectable responses of children to the impact of parental separation and divorce. Although in-school discussion groups for children of divorce are not unusual, such programs, while useful, do not seem adequate if conducted in isolation from the rest of the child's environment. This program was developed in response to the recognition of the very complex needs of children of divorce as they interact with their families, the schools they attend and the communities in which they live. While a time-limited structured group whose focus is the mastery of issues surrounding marital rupture is an essential part of any program for this population, other types of interventions are equally important. This program springs from an ecological perspective which views the child as an integral member of interlocking societal institutions which both influence and react to his presence. It consists of teacher workshops, Parent Teacher Association sponsored presentations, classroom meetings, and time-limited structured groups for children of divorce. (Author/NRB)

ED 261 296 CG 018 494

Barrett, Ronald Keith
Cultural Mistrust as a Contributor to Mental Health and Psychopathology.
PUB DATE- Aug 84
NOTE- 19p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attribution Theory; Black History; *Blacks; Influences; Interpersonal Relationship; *Mental Health; Psychopathology; *Racial Bias; Racial Differences; *Racial Relations; *Socialization; Well Being
IDENTIFIERS- *Trust

Trust is an important construct in understanding the social dynamics in interpersonal and race relations. Several studies have concluded that blacks tend to mistrust both whites and the predominantly white government. The consensus among theorists and researchers supports the social learning view that accumulated life experiences critically determine the individual's level of trust and mistrust. More significantly, past experiences with individuals or reference groups influence the level of trust or mistrust in relation to those individuals or groups. Racial prejudices and biases are most apparent to those victimized and such biases influence the level of mistrust in interracial interactions. The tendency to define normality as whatever tendencies occur most frequently in the population and abnormality as those traits that occur less frequently disregards legitimate cultural variations and imposes white norms as the standard for judging minorities in such areas as intelligence testing, achievement tests, and personality inventories. While cultural mistrust may not necessarily contribute directly to psychopathology, it may contribute indirectly to the decline of both the physical and the psychological well-being of individuals. A sense of racial injustice, inequity, and racial mistrust and suspicion produces a level of stress and physical symptomatology particularly central to our understanding of the level of wellness in black Americans. (NRB)

DOCUMENT RESUME

ED 261 297 CG 018 495

Levey, Cathy A.
Some Personality Characteristics of Self-Handicapping Behavior.
PUB DATE- Mar 85
NOTE- 13p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Boston, MA, March 21-24, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attribution Theory; Behavior Patterns; College Students; *Depression (Psychology); Higher Education; Individual Power; *Locus of Control; *Psychological Patterns
IDENTIFIERS- *Self Handicapping Behavior

Based on a modification of Berglas and Jones' (1978) design, conditions of contingent and noncontingent success and failure were manipulated to determine when and why individuals choose to adopt self-handicapping strategies. Male undergraduates (N=76) were informed that they were participating in a study investigating the effects of music on intellectual and creative tests. Contingency was determined by informing subjects accurately about their performance on 32 moderately difficult analogies while noncontingency was determined by informing subjects randomly about their performance on 24 of the 32 analogies. Feedback was manipulated by informing subjects they scored in the 95th percentile (success) or in the 25th percentile (failure). The major dependent variable was the selection of either performance-facilitating or inhibiting music to be listened to prior to an alleged retest. The selection of the inhibiting music was considered to be the manifestation of self-handicapping. Measures of control, attributions and expectations were used as ancillary dependent measures while the Multiple Affect Adjective Check List and the Multidimensional Internal-External Scale were used as premeasures. It was found that the best predictor of self-handicapping was reported feelings of depression, regardless of the experimental manipulations. Self-handicappers appeared to maintain an illusory sense of control on the experimental task, while paradoxically downplaying the overall importance of control in their lives. (Author)

ED 261 298 CG 018 496

Farmer, Helen S.
Dual Career Families.
PUB DATE- Apr 85
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Coping; *Decision Making; *Dual Career Family; Family Involvement; *Role Conflict; Sex Role; Spouses; Stress Variables; *Values Clarification; Work Attitudes

Home-career conflict may exist in varying degrees for both spouses in a dual-career couple. Home-career conflict exists when a dual-career wife values both homemaking and career and views some aspects of these two roles as incompatible. Home-career conflict results when a dual-career husband values his own career and that of his wife, but is uncomfortable with his wife's successes at work. Dual-career couples who hold traditional sex-role values are more likely to experience role conflict at a level that interferes with their effectiveness, while couples with less traditional values may experience some conflict and role overload. Smith's (1981) finding that egalitarian family decision-making was more characteristic of wives employed at professional levels, combined with Klein's (1984) finding that fewer dual-career wives were employed at levels commensurate with their training, suggest that women have a long way to go to achieve equity. The fact that role conflict exists, and may impact the level of career involvement for wives, and the level of family involvement for husbands, supports the need for approaches to reducing role conflict which incorporate values clarification for both men and women. Rational strategies to reduce overload and increase role efficiency are also useful. An egalitarian decision-making style between dual-career spouses can result in less conflict over home and career roles and more effective behaviors in both roles. (NRB)

ED 261 299 CG 018 497

Wagaw, Teshome; Achatz, Mary
The Effects of Absence of a Parent on the Cognitive and Social Performance of Adolescents: Research Results from Africa.
PUB DATE- Apr 85
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Adolescent Development; *Adolescents; Age Differences; *Family Influence; Family Life; Foreign Countries; Interpersonal Competence; *Interpersonal Relationship; *One Parent Family; Secondary Education; Sex Differences; Socioeconomic Status
IDENTIFIERS- Ethiopia (Addis Ababa)

The importance of family life on the development of the child has been well documented. In Africa, however, little research has been undertaken to assess the influence that family life and marital status of parents have on child development. It was hypothesized that African adolescents from broken homes would experience: (1) less involvement in informal social relations and organized group activities; (2) less popularity with peers; (3) more personal, social, and disciplinary problems; and (4) more fluctuation in academic performance when compared to peers from homes where two parents were present. To test these hypotheses, 8th and 11th grade students in Addis Ababa, Ethiopia were interviewed. The experimental group consisted of 173 students from broken homes. Students (N=150) from intact families, matched with the experimental group in age, sex, and socioeconomic background, comprised the control group. Data were collected from a questionnaire and sociometric rating scale administered to all students; interviews with instructional staff; and academic records. Overall, the findings indicated that one out of three adolescents attending secondary schools in Addis Ababa came from broken homes. The social and academic profile of these students differed from that of students from intact homes, with the students from broken homes generally at a disadvantage. However, the incidence of broken homes and the magnitude of their effects on aspects of emotional, social, and academic performance varied according to the age, sex, and socioeconomic background of students. (Author/NRB)

ED 261 300 CG 018 498

Dodd, Michael; And Others
The Relationship of Cognition and Affect in the Orientation Process.
PUB DATE- Mar 85
NOTE- 36p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Boston, MA, March 21-24, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Affective Measures; Cognitive Processes; *Cognitive Style; *Orientation; *Personal Narratives; Psychosis

Orientation to time, place, and person is a central aspect of cognitive functioning. Measures of orientation, as employed in the psychiatric mental status examination, evaluate the accuracy of orientation in present awareness, and are applicable only to severely disturbed psychiatric populations in whom obvious deficits would be expected. The method for orientation measurement developed here focuses on the orientation process in memory as shown in the narration of past personal experience, rather than on present status, and may be applied to normal as well as pathological subject populations. The pattern and latency of orientation to time, place, and person were measured in a brief narrative speech sample for 53 normal and 22 psychiatric subjects. Orientation scoring was based on a reference to oneself in relation to each of the three orientation dimensions (time, place, person). The orientation latency score reflected the proportion of narrative length at which orientation on all three dimensions first occurred in a given narrative. Pattern of orientation was defined as the rank order in which the first coded reference to time, place, and person occurred in the narrative. Referential activity and affective flattening were also scored. The results indicated that orientation pattern was highly systematic for the normals but not for the clinical sample. For all subjects, orientation latency was significantly related to measures of sensory imaginal and affective expression, suggesting a relationship between the cognitive and affective spheres. Fine discriminations in orientation pattern and latency in the inpatient group may have important diagnostic and prognostic implications that are not measured in traditional mental status assessment procedures. (Author/NRB)

ED 261 301 CG 018 499

Neimark, Edith D.

A Cognitive Style Change Approach to the Modification of Thinking in College Students.

SPONS. AGENCY- Rutgers, The State Univ., New Brunswick, N.J.
PUB DATE- Aug 84
NOTE- 25p.; Paper presented at the Conference on Thinking (Cambridge, MA, August 19-23, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Abstract Reasoning; Academic Ability; Change Strategies; *Cognitive Style; College Students; *Critical Thinking; Females; Group Experience; Higher Education; *Program Effectiveness; Training Methods

In teaching people to think, a theory is needed about the thought process and about how it is modified by intervention. Most approaches to training people to think focus on an intermediary or mediating process. To explore the effectiveness of a group support training method in modifying cognitive style, the performance of female college student participants (N=29) was compared to that of controls (honors students, N=13, remedial writing students, N=5, and no training students, N=11) before and after the training course. The experimental group was divided into high and low ability groups and met once a week for 14 weeks of loosely structured exercises designed to explore the use of symbolism, promote abstract thinking and the generation of alternative viewpoints, broaden the application of thought, and promote metacognitive awareness. Experimentals and controls completed pre- and post-tests of the Watson-Glasser test of critical thinking, the Group Embedded Figures Test (GEFT), a water-bottle test correlating with the GEFT, and an essay evaluated for level of thinking and writing skill. At the conclusion of the semester, the control group showed a mean difference of 0.0 relative to their initial performance on the Watson-Glasser compared to the +1.68 mean difference for the experimentals. There was no evidence of improved academic performance for the experimental group as a result of the training in thinking. The findings suggest that the intervening training of the experimental group raised their level of critical thinking more than the intervening training (writing seminar, honors seminar, no systematic training) of the controls. (MCF)

ED 261 302 CG 018 500

Crouse, Roy; Myszka, Michael

Effective Group Treatment for Diverse Sources of Anxiety on a College Campus.

PUB DATE- Mar 85
NOTE- 30p.; Paper presented at the Annual Meeting of the American College Personnel Association (Boston, MA, March 24-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Anxiety; *College Students; *Counseling Services; Group Counseling; Higher Education; Identification; Intervention; Models; *Needs Assessment; *Program Development; Resource Materials; *Stress Variables
IDENTIFIERS- Colorado State University

This paper proposes guidelines based on student development theory and offers practical suggestions for developing a campus-wide anxiety treatment program. The proposed model is designed to allow staff to set priorities and implement plans compatible with available resources. Three major program components are discussed: assessing needs, assessing resources, and developing and assessing interventions. In the section on needs assessment, strategies for locating stressed students and identifying environmental stressors, and for classifying stressors are outlined and discussed. The section on assessing resources identifies several sources of pre-packaged program materials which can be time-saving and cost-effective. The section on developing and assessing interventions discusses balancing needs and resources, and offers pointers for program planning, delivery, and evaluation. In the final section, the anxiety management program developed by the University Counseling Center of Colorado State University is presented as a program model. The appendices contain lists of university sources for locating and referring stressed students, signs of chronic stress in students, and examples of environmental stressors; a Hassles Scales for classifying the severity of problems and pressures; stress issues organized by Chickering's developmental vectors; examples of stressors and intervention approaches; and the Anxiety Management Services Intake Form. (MCF)

ED 261 303 CG 018 501

Peters, Lori J.
Teenage Suicide: Identification, Intervention and Prevention. Highlights: An ERIC/CAPS Fact Sheet.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 3p.
CONTRACT- 400-83-0014
AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, The University of Michigan, Ann Arbor, MI 48109-1259 (Free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adolescents; Community Programs; *Identification; Incidence; *Intervention; *Prevention; School Activities; Secondary Education; Stress Variables; *Suicide; Young Adults
IDENTIFIERS- ERIC Digests

This fact sheet provides data on the incidence of teenage suicide and describes the stressors which can lead to suicide. Suicide as a three-step process is discussed and warning signs are identified. Counseling interventions are listed and suggestions for preventive efforts by community members, mental health professionals, school personnel, peers, and parents are offered. (MCF)

Older Americans Act Programs: Houghton Lake, MI. Hearing before the Subcommittee on Human Services of the Select Committee on Aging. House of Representatives, Ninety-Eighth Congress, First Session (October 10, 1983, Houghton Lake, MI).

Congress of the U.S., Washington, D.C. House Select Committee on Aging.

REPORT NO.- House-Comm-Pub-98-456
PUB DATE- 84

NOTE- 57p.; Appendix may be marginally reproducible due to small print.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Hearings; Home Programs; *Individual Needs; Nutrition; *Older Adults; Rural Population; *State Federal Aid; *State Programs; Transportation
IDENTIFIERS- Congress 98th; *Michigan; *Older Americans Act 1965

This document contains the transcripts of testimony and prepared statements from the Congressional hearing called to gather information on Michigan's Older Americans Act programs. Following the opening statement of Representative Albosta, briefly summarizing the objectives of the Act, the prepared statement of Representative Hertel is given. Testimonies from three panels of witnesses are then presented. The testimonies of the director of Michigan's Office of Services to the Aging and the director of Northeast Michigan Community Services are presented in panel one. Topics covered include the needs of the rural elderly for transportation and nutrition services and the funding needs of area agencies on aging. The testimonies of panels two and three, comprised of seven directors and representatives of Michigan county aid agencies on aging and other service agencies for the elderly, are provided. Topics covered include the need for services for the growing population of elders over age 85; the need for in-home nutrition and medical services; and the needs of older (over 55) workers. Brief testimonies from ten Michigan citizens are also included. The appendix contains additional material submitted for the record. (MCF)

ED 261 305 CG 018 503

Cravedi, Kathleen Gardner; And Others

Elder Abuse: A National Disgrace. A Report by the Chairman of the Subcommittee on Health and Long-Term Care of the Select Committee on Aging. House of Representatives, Ninety-Ninth Congress, First Session.

Congress of the U.S., Washington, D.C. House Select Committee on Aging.

REPORT NO.- House-Comm-Pub-99-502
PUB DATE- 10 May 85
NOTE- 62p.; Some pages are marginally reproducible due to small print.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Case Studies; *Elder Abuse; *Federal Legislation; *Older Adults; *State Legislation; State Programs; Theories
IDENTIFIERS- *Adult Protective Services; Congress 99th

This report presents the results of efforts of the Subcommittee on Health and Long-Term Care to examine the extent of elder abuse in the United States. The executive summary presents details of the actions taken by Congress to pass legislation (H.R. 7551) to help control unwarranted violence against the aged and by the states to pass elder abuse-related laws and procedures to gain compliance with the anticipated new law. The procedures taken by the subcommittee to gain information in the area of elder abuse are outlined, e.g., collecting, reviewing, and tabulating letters and case histories received by the subcommittee over a 4-year period; reviewing all Congressional hearings and reports on elder abuse; and conducting survey and telephone interviews of state human services departments. Section I of the report presents case histories submitted by the states describing physical, financial, psychological, and sexual abuse and violations of rights and self-neglect. SEction II discusses theories of the causes of elder abuse and section III presents the results of the survey of state human services departments (budget and resources, abuses, state regulatory actions). Section IV summarizes the federal response to elder abuse, i.e., Congressional action, the involvement of the Justice and Health and Human Services Departments, and federal funding. Section V contains policy recommendations for the Congress and for the states and section VI provides a brief summary of the report. The appendices contain the questionnaire to the states, a directory of offices responsible for adult protective services, and a summary of Health and Human Services elder abuse programs. Eight tables are included in the text which summarize elder abuse information by state. (MCF)

ED 261 306 CG 018 504

Alcohol Abuse and Its Implications for Families. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, Ninety-Ninth Congress, First Session.

Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.

PUB DATE- 18 Mar 85
NOTE- 132p.; Some pages are marginally reproducible due to small print.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adolescents; *Alcoholism; Drug Abuse; *Educational Needs; *Family Counseling; *Family Problems; *Family Relationship; Hearings; Parent Child Relationship; *Prevention; State Programs
IDENTIFIERS- Congress 99th

This document contains transcripts of testimony and prepared statements from the Congressional hearing called to examine the effects of alcoholism on children and families. Testimonies are presented from the director of the Alcoholism Control Administration, Department of Health and Mental Hygiene; the medical director of the Alcoholism and Compulsive Gambling Programs; the vice president (programs) of the National Federation of Parents for Drug-Free Youth; vice-chairperson of the Florida Governor's Commission on Drug and Alcohol Concerns; a juvenile court judge from Ohio; the presiding justice of the Quincy District Court, Quincy, Massachusetts; the administrator of the Alcohol, Drug Abuse and Mental Health Administration, Department of Health and Human Services; and from recovering alcoholics and parents of alcoholics. Topics covered include the causes of alcoholism, the need for education at all levels about the causes and consequences of drinking, state and federal efforts to promote substance abuse prevention and education, and treatment needs of children and families involved in alcohol abuse. The appendix contains the prepared statements, letters, and supplemental materials submitted for the record. (MCF)

Haas, William H., III; Streib, Gordon F.

A Retirement Planning Scale and Correlates.

PUB DATE- Nov 84
NOTE- 11p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society of America (37th, San Antonio, TX, November 16-20, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Estate Planning; Health Insurance; Housing; Leisure Time; Older Adults; *Planning; *Retirement; Wills
IDENTIFIERS- *Retirement Planning Scale

Survey data based on a random sample of retirement villages' residents in Florida (N=519) considered retirement plans. Individuals were more likely to have made detailed plans for: Health Insurance (85 percent); Income (71 percent); Will (70 percent); Housing (67 percent); Health Care (55 percent); Leisure Pursuits (39 percent). A retirement planning scale was constructed from the data. A quarter of the sample could be considered detailed planners. About a third were considered good planners; another 20 percent made some plans; and a final 20 percent did little planning with perhaps only planning for one or two items such as Income or Health Insurance. No correlates between the scale and basic sociodemographic variables were found. Nor were retirement planners any more likely to have family support or plan for support. No difference was found between planners and non-planners in the number of family members in the area or plans to move closer to family as they age. Those who did engage in a higher degree of retirement planning rated themselves in better health and reported using less health care. Finally, planners in general indicated they were in a better financial position: their retirement income was more comfortable; the income had not eroded since retirement; and they were less likely to use their assets than those who did less planning. (Author)

ED 261 308 CG 018 506

Benedict, Annette
Self-Assessments of Health among the Elderly.
PUB DATE- Mar 85
NOTE- 7p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Boston, MA, March 21-24, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; Educational Background; *Older Adults; Physical Activities; *Physical Health; *Self Evaluation (Individuals); Sex Differences

Self-assessments of health are important because they appear to be good predictors of future physical health. To examine age differences in self-reports of health, the self-ratings of 149 adults (53.8 percent over 65 years of age; 46.2 percent 64 or younger; average age 57.1) were compared. Subjects were elderly participants in a community exercise program (N=45), attendees of a center for the aging (N=33), and neighborhood residents (N=70) who completed questionnaires on attitudes toward their own health, mood, disability, and specific medical problems. Analysis of results showed that the respondents tended to rate themselves as healthy; 49.3 percent stated they had no chronic health problems, and 79.5 percent stated they had not been sick in the last 2 months and had not had an accident or an injury. The most troublesome problems reported were high blood pressure and arthritis. There were no significant differences between the ratings of exercise program participants and nonparticipants or between ratings of women and men. Younger respondents, however, rated their health more highly than did older respondents. (MCF)

ED 261 309 CG 018 507

Evaluation of the California Youth Authority Ward Grievance Procedure. Final Report.

EMT Associates, Inc., Sacramento, CA.

SPONS. AGENCY- California State Dept. of the Youth Authority, Sacramento.
PUB DATE- 25 May 84
NOTE- 102p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Conflict Resolution; *Correctional Institutions; *Delinquency; Elementary Secondary Education; *Grievance Procedures; Institutional Personnel; Parole Officers; *Program Evaluation; Youth
IDENTIFIERS- California; *Ward Grievance Procedure

This document presents the findings and recommendations of the evaluation of the California Department of the Youth Authority Ward Grievance Procedure (WGP), which is a four-tiered conflict resolution system for wards in California institutions and camps. The information contained in this report was obtained through site visits to five institutions and one camp; interviews with California Department of the Youth Authority officials, staff, and wards at the sites, parole agents and supervisors, and arbitration experts. Additional information came from a mail survey of parolees, review of institution and camp records, and secondary data analysis from the WGP management information system. Section 1 of the report discusses the background and study approach, the history of the WGP, evaluation objectives, the evaluation approach and data collection, and evaluation constraints. Section 2 presents the evaluation findings on 1977-1983 trend analysis, assessment measures (i.e., purpose of the WGP, informal review, ward grievance committee operation, review by arbitrators, emergency grievances, training effectiveness ratings, ward grievance management information system, and parole grievance procedure), and compliance ratings. Section 3 presents specific recommendations in the areas which were assessed. (BL)

ED 261 310 CG 018 508

Maiden, Robert J.; And Others

Caregiving for Dementia in Family Members: Caregiving Burden and Prospects for Effective Intervention.

PUB DATE- Mar 85

NOTE- 11p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Boston, MA, March 21-24, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Counseling; *Depression (Psychology); Family Involvement; Family Problems; *Family Relationship; Family Role; *Intervention; Older Adults; Schizophrenia; *Social Support Groups; *Stress Variables

IDENTIFIERS- Alzheimers Disease; *Caregivers; Case Management

Caring for a family member with dementia is a major source of stress for the caregiver. To assess the impact of caring for an impaired family member and to evaluate the effectiveness of intervention programs, 34 caregivers of relatives with dementia completed an amended form of the Philadelphia Geriatric Center's Caregiver Survey and two psychosocial measures assessing depression and social mastery. The Caregiver Survey assessed family history, the impaired person's problems, caregiving, social support, caregiver characteristics, and caregiver goals. Results of the survey indicated that the key factor affecting level of caregiver depression was the level of cognitive impairment in the care receiver. Depressed caregivers were characterized as being socially isolated and unassertive while nondepressed caregivers were more likely to be employed, to have paid help, and to participate in support groups. Although high social mastery caregivers were more likely to report being able to assess the care receiver's needs, handle caregiving problems, and participate in other activities, they were also more likely to be caring for a distant relative rather than a parent or spouse. These results suggest that caring for an impaired close relative clearly increases one's feelings of stress and burden and decreases one's feelings of mastery. These findings further suggest that intervention strategies should involve aggressive case management, counseling, and supportive therapy. (BL)

DOCUMENT RESUME

ED 261 311 CG 018 509

Baron, Jonathan
What Is Good Thinking?
PUB DATE- Aug 84
NOTE- 17p.; Paper presented at the Conference on Thinking (Cambridge, MA, August 19-23, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bias; *Cognitive Processes; *Cognitive Structures; *Educational Objectives; *Epistemology; Learning Theories; Teaching Methods; Values

Good thinking can be placed within a descriptive framework which includes a state of doubt about what to do or believe; goal, possibilities, and evidence seeking; and evidence use. The framework is useful in describing all types of thinking, although the search process may differ in the degree of control the thinker has over his search. Examples of different types of thinking include diagnosis, hypothesis testing, reflection, insight problems, creation, prediction, decision making and planning, behavioral learning, and learning from observation. In all thinking the search process should involve the two basic principles of carrying out the search process to an optimal extent and using evidence fairly. With both principles, bias can occur in favor of too little thinking and insufficient self-criticism. Therefore the teaching of good thinking which would eliminate biases involves not only the teaching of skills, methods, facts, and habits, but also the inculcation of beliefs and goals. Ultimately, the teaching of thinking is a value-laden activity. (BL)

ED 261 312 CG 018 510

Byerts, Thomas O.; Heller, Tamar
Longitudinal Research on Congregate Public Housing. Final Project Report. Executive Summary.
Illinois Univ., Chicago. Coll. of Architecture Art and Urban Planning.
PUB DATE- 15 Apr 85
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adjustment (to Environment); Health; Housing Needs; *Individual Needs; *Life Satisfaction; *Older Adults; *Public Housing; Quality of Life; *Well Being
IDENTIFIERS- *Congregate Housing; Illinois (Chicago)

Congregate living may offer great potential for serving the frail elderly in public housing. To examine the short- and long-term outcomes of relocation to congregate housing, a 4-year longitudinal study compared the health, well-being, and satisfaction of 67 single individuals who moved into the Chicago Housing Authority's first congregate housing facility and 70 single residents who remained in service-minimal public housing. Resident assessments included a screening instrument, the Multi-Level Assessment Instrument, the Social Participation Inventory, the Service Utilization Survey, and outcome interviews. Environmental assessments were made using the Multiphasic Environmental Assessment Procedure and behavior observations. Staff records were also examined. The results indicated that in comparison with regular public housing residents, congregate residents had a lower mortality rate, lower personal adjustment scores, and lower satisfaction with housing quality and services received. A comparison of initial frail residents who stayed in regular housing with those who moved to congregate housing suggests that the negative effects of relocation may outweigh the benefits of enriched services for the more frail residents. (Policy guidelines and recommendations are listed; data tables and figures are included throughout the report.) (NRB)

ED 261 313 CG 018 511

Mills, Carol S.
Parent Involvement in Children's Academic Achievement. In Brief: An Information Digest from ERIC/CAPS.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 3p.
CONTRACT- 400-83-0014
AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, The University of Michigan, Ann Arbor, MI 48109-1259 (Free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; *Counselor Role; Elementary Secondary Education; Microcomputers; Parent Participation; *Parent Role; Parent School Relationship; *Parent Student Relationship; Program Descriptions; *Program Development
IDENTIFIERS- ERIC Digests

This digest describes parents' role in student learning, school-based parent training programs, building parent programs, using home computers, and school counselors' role in student achievement. (NRB)

ED 261 314 CG 018 512

Henry, Phil; Morse, Maria
Teenage Suicide: The Final Cry.
Governor's Advocacy Council on Children and Youth, Raleigh, NC.
PUB DATE- May 85
NOTE- 49p.; Appendix B is marginally reproducible because of small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adolescents; *Crisis Intervention; Financial Support; *Mental Health Programs; *Prevention; Psychological Services; *Suicide
IDENTIFIERS- North Carolina

To learn more about the services available to youth at suicide prevention centers in North Carolina, a survey was conducted with 86 mental health and crisis prevention centers. The 16-item questionnaire examined the availability and extent of services offered by the centers, staffing patterns, sources of funding, and percentage of clientele between the ages of 13 and 24. The results indicated that centers received their funding from federal, state, and local governments; church groups; charitable organizations; or individuals. One facility dedicated 100 percent of its time to suicide prevention/intervention. For other centers the percentage of their services related to suicide prevention ranged from less than 5 percent to 50 percent. Although most centers reported having 24-hour service, other services such as hotlines, referral systems, crisis intervention, crisis housing, medical care, walk-in services, and special programs for adolescents varied extensively among centers. Staffing patterns and the percentage of youth served were both dictated by the size, purpose, and orientation of the facilities. This report contains an executive summary, research findings, statistics, and warning signs of potential teenage suicide. The survey questionnaire is included in the appendices and data tables are provided on national and state suicide statistics. The 86 mental health centers in the survey are listed in table form with center name, address, telephone number, counties served, hours, services offered, and other information given for each center. (NRB)

ED 261 315 CG 018 513

Bennett, Bert; Reardon, Robert

The Dual-Earner Family's Impact on the Child and the Family System: Review and Implications for Counseling Practice.

PUB DATE- 85
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adolescents; *Child Caregivers; *Children; *Child Welfare; *Coping; Day Care; *Employed Parents; *Family Life; Stress Variables

In recent years there has been a rapid increase in the number of American families in which both spouses work. The literature regarding preschoolers suggests that one cannot say that being from a dual-earner family will necessarily harm a child. Key issues center not on whether both parents work, but on the quality of substitute care and how well the family copes with the stresses of a dual-earner lifestyle. The research on school-age children has examined the issues of time spent with the children, sex-role modeling, academic achievement, intelligence quotients, career aspirations, adequacy of substitute care, psychosocial adjustment and perceived rejection. Generally, the literature shows that the mother's working does not have to adversely affect the child. There are many mediating factors that are crucial in determining whether the dual-earner lifestyle results in harm or benefits, i.e., the child's age, sex, and relationship to parents; family socioeconomic status; nature of mother's work; family's coping resources; and the role of the father. Counselors can help dual-earner families in their adjustment through diagnostic, guidance and counseling, consultation and program development, and referral interventions. In addition, counselors must continue to study the dual-earner family phenomenon in order to help families cope with the stresses and take advantage of the opportunities for growth and change. A nine-page reference list is appended. (NRB)

ED 261 316 CG 018 514

Bernal, Martha E.
Issues in the Training of Minority Psychologists.
PUB DATE- Aug 85
NOTE- 8p.; Paper presented in the symposium, "The Professional Training of Minority Psychologists: Paradigms and Perspectives," at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Clinical Psychology; *Cross Cultural Training; Cultural Influences; *Cultural Pluralism; *Minority Groups; *Professional Education

A survey of minority curricula and training in accredited clinical psychology programs (1982) revealed that a multicultural approach to training was poorly represented. Multicultural training seeks to understand people of different groups based on their cultures and experiences over time, not in comparison to the dominant culture. A multicultural training program would be based on the recognition that our society is multicultural and that psychology training programs should be committed to all groups within society. In addition, it must be recognized that multicultural training requires competence and is equal in importance to all other areas of learning emphasized in the training of psychologists. Trainees in multicultural programs which recognize and follow these two principles should develop: (1) a broad-based understanding of the social, historical, and cultural background and characteristics of minorities; (2) positive attitudes toward all groups; (3) theoretical knowledge and expertise in the scientific study of sociocultural variables as behavioral determinants; (4) knowledge and experience in the application, development, and evaluation of culturally appropriate interventions; (5) the ability to communicate in the client's own language; and (6) appreciation that the ethics of research and practice of psychology apply to all groups. Resources available for such training include courses, research experience, and supervised practica. To be successful, a multicultural training program requires a full commitment to the integration of multicultural training at all levels of instruction. (NRB)

ED 261 317 CG 018 515

McKinney, J. P.; And Others

Responsibility for Drinking and Driving in Adolescents.

PUB DATE- Aug 84
NOTE- 23p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; College Students; *Drinking; *Driver Education; Higher Education; *High School Students; *Individual Power; *Locus of Control; Secondary Education; *Test Construction; Test Reliability

An attempt to measure responsibility for the effects of careful or careless driving involved the development of a scale for driving locus of control (DLOC). An early version of the DLOC was given to 43 college students. Preliminary results indicated that test-retest reliability and internal consistency were high enough to warrant further development. On a repeat testing, scores of internal responsibility were significantly higher following the presentation of a film concerning the effects of drunk driving. The current version of the DLOC was derived from the responses of 55 high school students to 100 forced-choice items in a second study. Two forms of the DLOC, each containing 15 forced-choice items and 5 fillers, were developed from the responses. The two forms were administered to 266 high school students in a third study. Subjects also completed the Alcohol Expectancy Questionnaire (AEQ) and the Children's Depression Inventory (CDI). The results revealed a high correlation between Forms A and B, and high internal consistency of each form. Scores on internal responsibility were significantly more internal following presentation of the film on drunk driving. No factors on the AEQ were significantly related to the DLOC, but scores on the CDI were correlated with the DLOC. The DLOC is currently being used in a larger study aimed at developing an educational program to be used in high schools to teach responsible driving. References and tables are provided and the two forms of the DLOC are included as an appendix. (Author/NRB)

ED 261 318　　　　CG 018 516

Bienenfeld, Sheila
Uncertainty and Clinical Psychology: Therapists' Responses.
PUB DATE- 20 Apr 85
NOTE- 18p.; Paper presented at the Annual Meeting of the Western Psychological Association (65th, San Jose, CA, April 18-21, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Clinical Psychology; *Coping; *Psychologists; *Psychotherapy
IDENTIFIERS- *Uncertainty

Three sources of professional uncertainty have been described: uncertainty about the practitioner's mastery of knowledge; uncertainty due to gaps in the knowledge base itself; and uncertainty about the source of the uncertainty, i.e., the practitioner does not know whether his uncertainty is due to gaps in the knowledge base or to personal inadequacy. Clinical psychologists (N=35) in private practice were interviewed to determine their views on the degree to which uncertainty is an essential aspect of psychotherapy. Subjects responded to an open-ended structured interview designed to allow expression of their orienting assumptions about the nature and responsible practice of psychotherapy, and to assess their ways of coping with uncertainty. The interviews were taped and transcribed and then rated by independent blind raters using a 100-item Q-sort. Cluster analysis of the ratings yielded six orienting approaches to uncertainty resolution clustered around: (1) reliance upon theory; (2) self-doubt; (3) personal gratification; (4) research-mindedness; (5) patient characteristics; and (6) consultation-intuition. These six strategies were present to some degree in all respondents. These results suggest that trainees in clinical psychology might benefit from active fostering of a consultative attitude toward peers and an investigative attitude toward clinical work, and from the teaching and practice of alternative research methodologies that complement clinical work. (Author/NRB)

ED 261 319 CG 018 517

Knoff, Howard M.; And Others
Multidisciplinary Team Functioning in New York State: Surveying Team Characteristics and Elements of Success.
PUB DATE- 85
NOTE- 36p.; Study supported by the New York Association of School Psychologists.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Interdisciplinary Approach; *Program Effectiveness; *Public Schools; *Pupil Personnel Workers; School Districts; Teamwork
IDENTIFIERS- New York

Although multidisciplinary teams (MT) are often available to all students in a school district, questions concerning the effectiveness and cost-efficiency of MTs remain largely unanswered. To examine MT functioning in New York, a survey was conducted with 108 separate MTs representing 43 public school districts. Respondents completed the Multidisciplinary Team Questionnaire (MTQ), a 19-item survey covering background information about the school district, its use and organization of MTs, and the respondent's assessment of the MT's success and other characteristics. The results revealed that 20 percent of the responding districts' MTs did not serve all grades and students, with service most lacking to junior high or middle school and high school students. Many of the MTs were responsible for large numbers of students making full service to all students a difficult task. Individual student assessments, individual student prescription, and teacher consultation were the most frequently cited functions of the team, although MT functioning at the elementary grade level differed from MT functioning at the high school level. Results are presented in two forms: a delineation of the cumulative responses to the 19 MTQ questions, and a discussion of multiple statistical contrasts which address primary ratings, effects, and correlates of MT success. The 19 MTQ questions are included in the text. (NRB)

ED 261 320 CG 018 518

Runion, Keith B.
Encouragement: A Process for All Seasons.
PUB DATE- Mar 83
NOTE- 19p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Washington, DC, March 20-23, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Modification; *Change Strategies; *Educational Experience; *Positive Reinforcement
IDENTIFIERS- *Encouragement

Encouragement is a very effective means of enhancing appropriate behavior in others. Before one can be encouraging, one must recognize how people discourage others through verbalizations, actions, attitudes, beliefs, one's position in the family, and school. Schools discourage students through expectations, grades, report cards, competition, teacher's reprimands that a student "can do better," sibling comparisons, and emphasizing mistakes. In order to be encouraging, one should avoid praise that emphasizes the speaker rather than the listener/doer and grandiose value judgments rather than the effort of the individual. It would also be helpful to avoid nagging, listing all the "don'ts," feeling sorry for children, and saying "that's great, but..." There are three basic types of encouragement: verbal, gestural, and situational. Effective verbal encouragement, oral or written, must emphasize the listener/doer and his efforts. Gestural encouragement refers to all the physical touching and motioning that one does to acknowledge the worth of someone else. The primary concern with gestural encouragement is to use gestures appropriate to the individual. In situational encouragement, one creates a situation that will be encouraging to someone else, for example, by asking for help or giving responsibility. To be a successful encourager, one must be willing to be encouraging, be willing to practice, and must keep oneself encouraged. (NRB)

Heath, Charles P.
School Phobia: Etiology, Evaluation and Treatment.
PUB DATE- Apr 85
NOTE- 21p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (17th, Las Vegas, NV, April 8-12, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Children; Elementary Secondary Education; *Intervention; *Learning Theories; *Psychotherapy; *School Phobia; Separation Anxiety
IDENTIFIERS- *Psychodynamics

School phobia is an irrational fear or anxiety about attending school. Definite distinctions can be made between the school phobic and the truant, both of whom miss school on a regular basis. It appears that the incidence of school phobia is evenly distributed between the sexes and among age levels from 5 through 15 years, and is not significantly related to birth order, intelligence, or socioeconomic factors. Somatic complaints are common in the school phobic. Several theorists have attempted to classify types of school phobia, and different explanations for school phobia and suggestions for treatment have been offered by theorists in the schools of psychotherapy, psychodynamics, and learning theory. The hypothesis of separation anxiety has been frequently proposed. A multifaceted approach to evaluating school phobia should include assessments of the child, family, and school environments. Five general procedures apply to all the diagnostic categories and treatments: (1) the child should return to school as soon as possible; (2) the child must be helped to obtain relief at school as soon as possible; (3) significant attachment figures and other pertinent people should be involved in the intervention; (4) persistence and consistency should be encouraged in the interventions; and (5) if school refusal is secondary to broader coping problems, further evaluation/consultation should be considered. (NRB)

ED 261 322 CG 018 520

Heath, Charles P.
Helping Children Understand and Cope with Death.
PUB DATE- Apr 85
NOTE- 27p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (17th, Las Vegas, NV, April 8-12, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Age Differences; Child Development; *Children; *Cognitive Development; Coping; *Death; *Developmental Stages; *Grief; Psychological Patterns; Resource Materials; School Psychologists

Experiencing the loss of a loved one can be one of the most traumatic events in a child's life. Grief resolution must be attained no matter how trivial a loss and it becomes even more important when a child's parent dies. School psychologists need to understand how the age of the child influences his ability to grieve and what behaviors might be exhibited during the grieving process. How death is explained to the child also influences understanding and resolution. Children react to the death of a loved one in a different manner than adults, and helping professionals need to understand these differences. Besides developmental factors, the emotional stability of the child prior to the loss, the sex of the child and of the deceased parent, and the circumstances surrounding the death all influence the bereavement process. Various interventions can be implemented within the school situation to help children deal with death. It is very important for parents and helping professionals to know where to turn for support and information to share with a child when a loved one dies. (The appendices list agencies and organizations which provide literature and support during the grieving process, books which discuss death in a general manner, and films and videocassettes available for leading group discussions about death.) (Author/NRB)

ED 261 323 CG 018 521

Southern, Stephen
Whither Sex Education? Excellence in Comprehensive Program Development.
PUB DATE- 23 Apr 85
NOTE- 41p.; Paper submitted to the Subcomittee on Sex Education, Goals for Dallas Achievement Committee on Education (Dallas, TX, April 23, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Child Development; *Community Support; Curriculum Development; *Developmental Stages; Elementary Secondary Education; *Program Development; *School Role; *Sex Education

A review of recent sex education literature is presented in an attempt to integrate observations and recommendations related to both program development and innovation acceptance. A Developmental Research and Utilization Model is employed to systematically guide planning, implementation, evaluation, advocacy, and institutionalization. Curriculum development is discussed in terms of addressing age-related student needs and community readiness for comprehensive sex education programming. The comprehensive approach is proposed to augment basic instruction in reproduction (anatomy and physiology), pregnancy/contraception, and sexually transmitted diseases. Comprehensive sex education is described as an expansion of information-giving to include active student exploration of present and future choices which forge a positive, healthy, and satisfying sexuality over the life span. Considerable attention is paid to several important topics: program excellence, staff competence and integrity, administrative responsibilities, and community relations. The review concludes with lists of typical values underlying comprehensive sex education and recommendations for local program development. A reference list is given, and tables are provided which list tasks and concerns in developmental sexuality by age level from infancy through late adolescence, and which illustrate student readiness and community acceptance of selected topics in comprehensive sex education. Appendices contain the Developmental Research and Utilization Model and a list of sources of information about sex education. (Author/NRB)

Siegel, Jacob S.; Hoover, Sally L.
International Trends and Perspectives: Aging. International Research Document No. 12.
Bureau of the Census (DOC), Suitland, Md.
REPORT NO.- ISP-RD-12
PUB DATE- Sep 84
NOTE- 52p.; Some tables are marginally reproducible due to small print. Document printed on colored paper.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Aging (Individuals); *Demography; *Health Needs; *International Studies; *Older Adults; *Population Trends; *Socioeconomic Influences; Trend Analysis
IDENTIFIERS- *Mortality Rates

This report considers demographic conditions and prospects for the countries of the world with respect to aging. Particular attention is paid to the implications for health care. The information analyzed and presented in this report was obtained from the latest population projections published by the United Nations. The countries are generally classified into the More Developed Regions and the Less Developed Regions and into eight component regions of the world. Following an introduction, basic demographic trends are examined in the areas of numbers, proportions, and age composition of the elderly; balance of the sexes; societal age-dependency patterns; and population distribution. In a section on morbidity and mortality, trends in mortality and life expectancy are discussed, personal factors in longevity are considered, and information on morbidity and functional limitations is presented. In a third section, socioeconomic characteristics and factors in mortality are examined, including the social factors of marital status, living arrangements, familial dependency and multigenerational families, and the size of family and longevity. Other socioeconomic factors considered include economic development and per capita gross national product or income, socioeconomic differentials, economic activity and dependency, physical factors, and health personnel. The report concludes with a discussion of some general implications for health care of the elderly. Seven figures and 21 data tables are distributed throughout the text. (NRB)

DOCUMENT RESUME

ED 261 325 CG 018 523

Wright, David
1984-85 Iowa Study of Alcohol and Drug Attitudes and Behaviors among Youth. Report I: Normative and Trend Data.
Iowa State Dept. of Public Instruction, Des Moines.
PUB DATE- Jun 85
NOTE- 66p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Behavior Patterns; *Drinking; *Drug Use; High Schools; Junior High Schools; Marihuana; *Parent Influence; *Peer Influence; School Role; *Student Attitudes; Tobacco; Trend Analysis
IDENTIFIERS- *Iowa

Current data on youth substance abuse behaviors, knowledge, and attitudes are important in addressing social and health issues. To obtain these data, students in grades 6, 8, 10, and 12 from 144 Iowa school districts completed a 105-item survey assessing demographics, peer influence, parent influence, school influence, personal preferences, and substance use/nonuse. This report presents the background and results of that survey in six sections. Following the introduction and an opening section which describes development of the survey instrument, and sampling and data analysis procedures, data on self-reported substance use and nonuse are presented for alcohol, tobacco, marijuana, other drugs, and polysubstances. The section on external influences on substance use and nonuse behaviors discusses parent, peer, and school influences. The section on personal variables presents data on internal influences (attitudes, knowledge, motives) on substance use or nonuse as they relate to alcohol, marijuana, and other substances. A brief summary of findings concludes each of these sections. The final section summarizes results by the four major areas addressed in the study: (1) the present status of substance use, attitudes, and knowledge among youth; (2) trends since 1975 in use, attitudes, and knowledge; (3) major influences in use and nonuse; and (4) recommendations for school personnel, parents, and youth agencies based on the study findings. Sixty-three data tables are provided throughout the text. (MCF)

ED 261 326 CG 018 524

Caple, Diana
School Leavers: A Self-Report during Summer of 1983.
PUB DATE- 14 Feb 84
NOTE- 31p.; Master's Research Project, Seattle Pacific University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Undetermined (040) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Career Planning; *Dropout Characteristics; Dropout Research; *Dropouts; Employment Level; Self Evaluation (Individuals)
IDENTIFIERS- Self Report Measures

To examine why school leavers have difficulty completing high school and to study their long- and short-term career decisions, 250 school leavers or potential school leavers, aged 18-21, were surveyed. Based on 172 returns (69 percent), respondents were classified in three subgroups: (1) those who left high school, tried an alternative program but received no diploma or General Educational Development high school equivalency diploma (GED) (N=66); (2) those who left high school, but completed an alternative program and received a diploma or GED (N=35); and (3) potential leavers attending both high school and an alternative program (N=71). All three groups indicated they had difficulties in school (attendance problems, falling behind in credits, suspension). Academic and social problems, family problems, job interests, and a combination of these were the main reasons listed for dropping out; however 28 percent of the respondents listed other reasons, e.g., did not try, pregnancy, bored, drugs. Data for jobs and career goals showed that 42 percent of respondents were working, 39 percent were not working, 3 percent were in college, and 16 percent were in some combination of these categories. (Tables showing categories and percentages of responses and the survey questionnaires are included.) (MCF)

ED 261 327 CG 018 525

Ingram, Barbara L.; Lowe, Dennis W.
Integrating Computer Literacy into the Master's Level Curriculum.
PUB DATE- Apr 85
NOTE- 24p.; Paper presented at the Annual Meeting of the Western Psychological Association (65th, San Jose, CA, April 18-21, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Literacy; Computer Software; *Curriculum Development; *Faculty Development; Graduate Study; *Masters Programs; Program Descriptions; *Psychology; *Resource Materials
IDENTIFIERS- Pepperdine University CA

This paper presents information on the development, over a 3-year period, of a computer literacy curriculum for the psychology master's program of Pepperdine University. The discussion is organized under three topics: curriculum, faculty development, and resources. A chronological flow chart is provided in Table 1, describing progress in accomplishing computer literacy objectives in each area, from the spring of 1982 through the winter of 1985. Table 2 lists courses in the program, relevant computer literacy objectives, and suggested software programs. Table 3 outlines problems encountered during implementation of the program and offers possible solutions. Table 4 lists suggested resources including software companies with representative samples of programs; publications related to computers and psychology; and interest groups. Appended is a copy of the Computer Literacy Needs Assessment Sheet originally distrubed to members of the Pepperdine faculty. (Author/MCF)

ED 261 328 CG 018 526

Dorn, Fred J.

Training Clients for Counseling: A Social Psychological Perspective.

PUB DATE- Aug 85
NOTE- 13p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Client Characteristics (Human Services); Counseling; *Counselor Attitudes; *Counselor Client Relationship; Interpersonal Attraction; *Research Needs; Social Influences; Training

Research on social influence in counseling has examined how clients perceive counselors and how counselors influence clients. There has been little attention to counselors' perception of clients or the ways clients influence counselors. Research in this area could identify client characteristics which contribute to the counseling process and could enable practitioners to train clients for counseling. This paper reviews related research, citing studies examining the effect on counselors of: clients trained in interviewing skills; counselors and clients matched for level of conceptual thinking; client attractiveness; client motivation; and clients trained in problem solving or job interviewing skills. Pre-training for clients based on research on client characteristics is suggested to enhance the reciprocal influence process of the counseling relationship. (MCF)

ED 261 329 CG 018 527

Bartell, Patricia; And Others
Social Facilitation of Aiding Responses.
PUB DATE- Apr 85
NOTE- 12p.; Paper presented at the Annual Meeting of the Western Psychological Association (65th, San Jose, CA, April 18-21, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audiences; *Behavior Patterns; College Students; Females; Higher Education; Nurses; Reaction Time; *Social Behavior
IDENTIFIERS- *Bystander Effect; Emergencies; Habits; *Helping Behavior

Research on individual's response to emergency situations in the presence of others has produced conflicting results. The bystander effect is the label applied to inaction or the unlikelihood of assistance with others present. The social facilitation effect occurs when the presence of others energizes response; strong habit responses are facilitated by an audience, weak habit responses are inhibited by an audience (bystander effect). To account for both the action and inaction of individuals in an emergency, the effects on helping behavior of habit strength and the presence of an audience were evaluated. Registered nurses (N=28), assumed to have strong helping response habits, and 28 female, general education students were each asked to draw a figure to specifications. For half the subjects the drawings were completed in the presence of a confederate who evaluated the drawings and requested the subject to redraw the figure. Following the drawing task, the emergency (sound of a workman's pre-recorded fall) took place. Response times from the beginning of the recording until the subject opened (or not) the laboratory door, were recorded. Overall, 64 percent of the sample responded to the emergency within 180 seconds. Significantly more general education students (71 percent) offered aid when they were alone than in the presence of another student (36 percent). Nurses' responses were not adversely affected by the audience. When alone, nurses and general students offered help equally. (MCF)

ED 261 330 CG 018 528

Barnes, Stephen F.; O'Donnell, Jo Anne
Organizational Vitality in Student Affairs.
PUB DATE- Apr 85
NOTE- 15p.; Paper presented at the Annual Conference of the National Association of Student Personnel Administrators (Portland, OR, March 31-April 3, 1985). Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Policy; *College Administration; *Employee Attitudes; Evaluation Methods; Higher Education; *Institutional Environment; *Personnel Policy; Professional Development; Program Effectiveness; *Student Personnel Services; Student Personnel Workers

Institutional vitality, a broad measure of the quality of organizational life at colleges and universities, has not been systematically addressed in the literature. To identify management and personnel practices which contribute to institutional vitality within student affairs divisions, a two-stage methodology was employed. First, an institutional case study was conducted in which 72 professionals at one university student affairs division completed a 50-item self-report questionnaire focusing on the articulation among divisional philosophy, goals and objectives, and individual performance; employee assessment of performance evaluation practices within the division; and employee views of professional growth and advancement opportunities. Findings from this case study were then used as the basis for a 98-item questionnaire measuring similarities and differences along similar dimensions, which was completed by 30 select chief student affairs officers (CSAO) throughout the western states. The case study analysis revealed organizational dissonance, vertical communication problems, haphazard employee evaluation procedures, ambiguous promotional paths, and traces of employee cynicism. In contrast, the descriptions of the 30 student affairs organizations by their CSAOs indicated an underlying adherence to high professional standards and successful management practices that may be characteristic of vital student affairs organizations. (NRB)

ED 261 331 CG 018 530

Silverman, William H.; And Others

Influence of Assessment Center Methods on Assessor Ratings.

PUB DATE- Aug 85
NOTE- 18p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Assessment Centers (Personnel); *Cognitive Processes; *Evaluation Methods; *Evaluators; Personnel Selection

One potential source of variation in assessment center ratings may be the way the assessor organizes and processes information. To examine how assessment center methods affect the way assessors organize and process assessment center information and the ratings they make, independent groups of assessors (N=24) used one of two models for integrating assessment center information into a final evaluation of candidates (N=90) for a retail organization's department manager position. Half of the candidates were assessed using the within exercise model in which candidates were rated on each dimension upon completion of each exercise. The other half were assessed using the modified American Telephone and Telegraph Company model in which assessors shared their observations and rated candidates at the completion of all exercises. Each candidate was rated by four assessors who observed candidates in three exercises (In-Basket and two role plays) and assessed them on six dimensions (problem analysis, problem solution, leadership, people sensitivity, sense of urgency, and communication). Data indicated differences in the convergent and discriminant validities, and differences in the factor structures of the ratings for the two models. The pattern of results suggests that the two assessment center models for integrating information affected both the way the assessors organized the assessment center information and the obtained ratings. (NRB)

ED 261 332 CG 018 531

Selected State Legislation: A Guide for Effective State Laws to
Protect Children.

National Center for Missing and Exploited Children, Washington, DC.

SPONS. AGENCY- Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.

PUB DATE- Jan 85

NOTE- 59p.

CONTRACT- 84-JS-AX-K016

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Child Abuse; *Child Advocacy; *Childrens Rights; Child Welfare; Pornography; Sexual Abuse; *State Legislation; *Victims of Crime

IDENTIFIERS- *Child Protection; *Kidnapping

This report was developed to highlight some of the most effective state laws that concern child victimization. It is intended for use by state legislators, governors, and state officials as well as by all citizens concerned about protecting children. A sampling of varied legislation from several states is included which demonstrates how the issues of missing and exploited children are treated most effectively by the states. State legislation is reviewed in the areas of: (1) missing children; (2) sexual abuse and exploitation; (3) criminal code provisions; (4) the child in the courtroom; (5) protecting the privacy of the child victim; (6) education and prevention; (7) schools; (8) licensing and criminal history information; (9) training for youth system, social services, and criminal justice professionals; (10) treatment and rehabilitation of the child victim; (11) court-appointed advocates; (12) parental kidnapping; and (13) child pornography and child prostitution. A section on additional sources of information lists

13 agencies and organizations in the areas of child abuse, victims' assistance, education, restitution, and parental kidnapping. (NRB)

Hoff, Patricia M.

Parental Kidnapping: How to Prevent an Abduction and What to Do If Your Child Is Abducted. Second Edition.

National Center for Missing and Exploited Children, Washington, DC.

SPONS. AGENCY- Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
PUB DATE- Aug 85
NOTE- 54p.
CONTRACT- 84-JS-AX-K016
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Child Custody; *Court Litigation; Criminal Law; Divorce; Family Problems; Federal Legislation; *Law Enforcement; *Parent Rights; Prevention; State Legislation
IDENTIFIERS- *Parent Kidnapping

This handbook was written for parents, law enforcement officers, attorneys, and government officials who deal directly with cases of parental kidnapping. It provides a guide through the criminal and civil justice systems and a summary of the laws on parental kidnapping. Actions that parents can take and laws that may help them when their children are the victims of parental kidnapping are described. Law enforcement information on criminal charges, investigations, arrest, conviction, and victim assistance is provided in chapter 1. In chapter 2, several court-related issues are addressed: finding, hiring, and consulting with a lawyer; free legal service; obtaining custody; enforcing a custody decree; and child-snatching lawsuits. Chapter 3 lists support groups and sources of information useful when searching for a child. Chapter 4 is concerned with legally recovering a child. In chapter 5, psychological counseling, acting as a witness, and visitation rights after an abduction are discussed. Chapter 6 deals with ways of preventing an abduction, and chapter 7 outlines the rights of noncustodial parents. Chapter 8 provides information on relevant legislation, including state parental kidnapping laws, state missing children laws, the Missing Children Act, the Uniform Child Custody Jurisdiction Act, and the Parental Kidnapping Prevention Act of 1980. Selected support groups are listed by state and books for additional reading are suggested. (NRB)

CS

ED 261 334 CS 007 956

Williamson, Leon E.; Murray, Leigh
Parental Occupation and Career Aspiration Effects on Vocabulary.
PUB DATE- 74
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Career Choice; Educational Research; Elementary Secondary Education; *Occupational Aspiration; *Parent Influence; Parent Role; *Vocabulary Development; Vocabulary Skills
IDENTIFIERS- *Parent Occupation

A study was conducted to investigate the effects of parental occupation and student career aspiration on vocabulary development. Subjects, 104 seventh grade and 100 eleventh grade students, were shown 10 pictures and asked to write five words in response to each. The words produced were analyzed to determine phonemic, syllabic, and morphemic complexity and statistical probability for appearing in educational materials. In addition, each subject supplied information about parental occupations and their own career aspirations. The results indicated that vocabulary development varied in regard to vocational interest, and that parental occupation was related to child vocabulary development with parents in creative occupations having the highest rank. (EL)

ED 261 335 CS 007 957

Williamson, Leon E.
Concrete Features of Vocabulary Development from Puberty through Adolescence.
PUB DATE- 72
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Developmental Stages; *Distinctive Features (Language); Grade 7; Grade 11; *Reading Research; Secondary Education; *Vocabulary Development; *Vocabulary Skills; Word Frequency
IDENTIFIERS- Prefixes; Suffixes

Using the counting features in previous mean length of utterance (MLU) studies, a study of the active vocabularies of adolescents looked at seven concrete features of the words 104 seventh grade and 100 eleventh grade subjects gave in response to 10 pictures. Each subject wrote five words for each of the pictures, which were analyzed for number of phonemes, syllables, prefixes, combining forms, and derivational suffixes. Each word was assigned a part of speech and a standard word frequency index value found in the American Heritage Word Frequency Book. The results indicated that the prefix variables were most consistent in indicating significant differences between the vocabularies of the two grade levels. After the second response for each of the pictures, phoneme count and the probability statistic for appearing in print distinguished between the vocabularies for these two groups. The third and fifth response differentiated the two vocabulary levels best with the third yielding significant differences for all the variables except for part of speech. The fifth response did not yield data that differentiated for the variables identified as part of speech and derivational suffixes. (HTH)

ED 261 336 CS 008 101

Tobias, Sigmund

Optional and Required Text Review Strategies and Their Interaction with Student Characteristics. Technical Report No. 5.

City Univ. of New York, N.Y. City Coll.

SPONS. AGENCY- Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.

PUB DATE- 85

NOTE- 47p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Comparative Analysis; Computer Assisted Testing; Microcomputers; *Prior Learning; Reading Achievement; *Reading Comprehension; *Reading Research; *Reading Strategies; *Schemata (Cognition); Secondary Education; *Student Attitudes; Teaching Methods

IDENTIFIERS- *Adjunct Questions

A study was conducted to examine the effects of prescribing the use of some specific reading strategies on comprehension. The effects of such prescription on the interactions among instructional method and a number of individual difference variables were also investigated. Subjects were 140 high school students randomly assigned to read a text passage displayed on microcomputers in one of four conditions: (1) required review of main text if response to adjunct questions was incorrect; (2) required review of an alternate, easier text if the response to adjunct questions was incorrect; (3) optional review; and (4) reading without adjunct questions. In each of the conditions students also had access to a number of other macroprocessing options. Pretests and posttests were also administered, including the Nelson-Denny reading test, a worry-emotionality scale, a test anxiety scale, and a scale assessing prior knowledge of the topic in the reading passages. The results indicated that the required review groups outperformed the others on text relevant to the adjunct questions, and also differed significantly from the other groups in the number of reviews. Significant interactions among treatment, prior achievement, and anxiety measures were also obtained. Students' self-report of reading strategies were found to be unrelated to options use. (Tables of data, a copy of the reading habits scale, and a 4-page list of references are included.) (HTH)

Voorhees, Patricia Jean
Spelling Achievement of Average Ability Students, Grade 7.
PUB DATE- Apr 85
NOTE- 32p.; M.A. Thesis, Kean College of New Jersey.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Comparative Analysis; *Educational Research; Elementary Education; Grade 7; *Multisensory Learning; Retention (Psychology); Skill Development; *Spelling; *Spelling Instruction; *Teaching Methods
IDENTIFIERS- *Visual Auditory Kinesthetic Tactile Instruction

A study was conducted to determine whether the VAK teaching method, using color coding as a motivational tool, improves spelling achievement more effectively than a more conventional method. The VAK method is a multisensory approach to teaching reading and spelling through the visual, auditory, kinesthetic, and tactile modalities. Forty-three seventh graders, divided into two groups, were pretested using the Wide Range Achievement Test (WRAT) to determine spelling grade level. During the next 15 weeks, one group received spelling instruction using the conventional study/test method, while the other group received the study/test method and additional instruction using the VAK method. The kinesthetic part of the procedure was implemented by color coding the spelling words studied each week. Students were then posttested using the WRAT. The results indicated that the multisensory approach helped some students retain words for a longer period of time. Students receiving instruction with the VAK method appeared to be more interested in doing the spelling task each week and felt that tracing the word with colored markers helped keep their interests and motivated them to complete their work. (Tables of data are included.) (HTH)

Kim, Byong Won, Ed.
Reading English in Asia. The First Yearbook of Literacy and Languages in Asia, International Reading Association Special Interest Group.
Literacy and Languages in Asia.
PUB DATE- 84
NOTE- 140p.; Entire collection of papers from the Precongress Institute of the International Reading Association World Congress on Reading (10th, Hong Kong, July 30-August 2, 1984). Published by Literacy and Languages in Asia in cooperation with Hanyang University, Seoul, Korea.

LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Basic Skills; Cloze Procedure; Context Clues; Cultural Context; *English (Second Language); *Language Processing; Language Skills; Language Usage; Linguistics; Prior Learning; Readability; *Reading Comprehension; *Reading Instruction; *Reading Research; *Reading Skills; Reading Strategies

Focusing on instruction in the English language arts by students for whom English is a second language, this yearbook contains the papers from the precongress institute, "Reading English in Asia," of the tenth International Reading Association World Congress on Reading--held in Hong Kong in 1984. Part 1 contains "Linguistic Theories and L2 Reading," by Byong Won Kim, which discusses L2 reading as a language process, L2 reading approaches and linguistic notions, the reality of linguistic notions, and the developmental aspects of English as a second language (ESL) textual knowledge. Part 2 contains "Effects of Prior knowledge on ESL Reading," by Safia Osman; "Reading Acquisition in Singapore," by Seok M. Ng; "Assessment of the Cloze Reading Technique in Placement Testing," by Siriporn Limtrakarn; and "Contextual Reading," by Young Ja Lee. Part 3 contains "Reading-Based Intensive Course in English for Foreign Students," by Lourdes M. Dias; "An Analysis of the Cultural Influences in the Grammar of the English Short Stories and Poems of the Palanca Awards First Prize Winners 1965-1970," by Patria G. Aranas; and "A Comparison of Study Skill Attitudes of Asian and American Students," by Carmen J. Carsello. The bylaws of Literacy and Languages in Asia are included. (EL)

Havriliak, Audrey F.; Dougherty, Mildred
Writing Skills That Teach Reading.
PUB DATE- 2 Feb 85
NOTE- 20p.; Paper presented at the Meeting of the New Jersey Reading Association (New Brunswick, NJ, February 2, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Integrated Activities; *Learning Theories; Reader Text Relationship; *Reading Comprehension; *Reading Instruction; Reading Materials; Reading Processes; *Reading Writing Relationship; Teaching Methods; Writing Exercises; *Writing Skills

The current writing across the curriculum movement has shown educators that the process of composing focuses writers' attention on producing much the same material that reading exercises asked them only to recognize. Two taxonomic structures and a list of Scott, Foresman's reading comprehension skills may be used to help demonstrate the effectiveness of writing as a reading skills activity. Bloom categorized the cognitive skills into a hierarchy of six functional steps. Drawing from Bloom's taxonomy, Guzak arranged reading comprehension skills into five major areas. One means of adapting a writing approach to the extension of a story is to have the students assume the stance of a news reporter and write a news story based on its events. Another way to include both Bloom's and Guzak's arrays is to ask the students to identify with the main characters in a story. A comparison of real and imagined experiences reaches the highest of the thinking skills listed by Bloom and Guzak. Exercises in which children produce contexts rather than respond to small segments of information are more economical of pupil and teacher time. Fewer exercises can result in more learning if children are allowed to use their own ideas and impressions. (DF)

DOCUMENT RESUME

ED 261 340 CS 008 126

Ballstaedt, Steffen-Peter; Mandl, Heinz
Influencing Depth of Processing in Reading.
PUB DATE- Apr 85
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Ability; *Cognitive Processes; Higher Education; Prior Learning; *Reading Comprehension; Reading Processes; *Reading Research; Recall (Psychology)

Based on an extensive review of literature on the depth of comprehension approach, a study was conducted to induce various degrees of depth of processing at the semantic inferential level through orientation tasks. It was hypothesized that the most superficial reading would occur for "error correction" and the deepest reading would be done for "critical evaluation." In between the two would lie "summarization," "reproduction," and "comprehension." Eighty college students read a technical text consisting of three main parts framed by an introduction and summary and containing orthographic and typing errors. Subjects were then asked to reproduce in writing as much of the text as they could remember and to complete a comprehension test. Analyses results indicated that the postulated ranks of orienting tasks in the hypothesis and thus depth of comprehension were not immediately visible. Prior knowledge was a relevant variable in text processing. Task orientation influenced the thematic coherence and organization of reproduction. While the study confirmed the difference between low-semantic and high-semantic orientation tasks, it was unable to do the same for the differentiation of depth of processing at the semantic-inferential level. Tables of data and a 6-page bibliography are included. (HTH)

ED 261 341 CS 008 133

Stratman, James F.
Readers' Perception of Contractual Rights in a Medical Insurance Summary. CDC Technical Report No. 15.
Carnegie-Mellon Univ., Pittsburgh, PA. Communications Design Center.
REPORT NO.- CDC-TR-15
PUB DATE- May 85
NOTE- 49p.; Several pages in appendices may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Content Analysis; Court Litigation; Employer Employee Relationship; Ethics; *Insurance; *Language Usage; *Legal Responsibility; *Reader Response; Reading Comprehension; Reading Research; *Retirement Benefits
IDENTIFIERS- *Disclaimers; Language Simplification

Two experiments were conducted to determine what readers are likely to understand about the information contained in a medical insurance brochure intended for employees. Twenty-seven subjects were recruited through newspaper advertisements for a "reading experiment." The studies addressed questions concerning (1) how likely readers are to notice the fine-print "contract disclaimer" contained near the end of the brochure's summary; (2) how failure to notice this disclaimer would affect the readers' understanding of contractual rights under the insurance plan; (3) the problems readers are likely to have in understanding the meaning or implications of the disclaimer, assuming they do notice it; and (4) what inferences readers are likely to draw about the nature of their coverage under the summary plan, given the information presented in the summary. Results of the subjects' readings and interviews suggest that readers are very unlikely to read the disclaimer in its present position and with its smaller typeface. In addition, given the language presently used in the brochure, few readers are likely to believe that the company is not obligated to cover its retirees following a shut-down. (HOD)

ED 261 342 CS 008 135

Butler, Andrea

20 Reading Activities. Primary English Notes (P.E.N.) 44.
Primary English Teaching Association, Rozelle (Australia).

PUB DATE- 84
NOTE- 8p.
AVAILABLE FROM- Primary English Teaching Association, P.O. Box 167, Rozelle, New South Wales 2039, Australia (Australian currency: $0.75).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)
DESCRIPTORS- *Basic Skills; Elementary Education; *Language Skills; *Learning Activities; Reading Comprehension; *Reading Instruction; *Reading Skills; Recall (Psychology); *Teaching Methods; Writing Skills

Designed for use by elementary school teachers, this newsletter issue contains activities to help children acquire reading skills while handling various types of reading materials. Following a description of the shared book experience, an approach to teaching reading that incorporates modelling, recreational reading, and instructional reading, the newsletter outlines 20 activities that can be integrated into formal reading instruction. The activities are as follows: (1) make your own big books, (2) innovating on stories, (3) string sentences, (4) Directed Reading and Thinking Activity, (5) write your own adventure, (6) predicting with pictures, (7) retelling, (8) structured retelling, (9) spot the pronoun, (10) meet the people, (11) comparing stories, (12) recalling events, (13) recalling information, (14) brainstorming, (15) ReQuest, (16) finding a starting point, (17) read to answer the question, (18) making up the questions, (19) paired tutoring, and (20) the reading conference. (HOD)

ED 261 343 CS 008 138

Mississippi State Department of Education Guidelines for the Mississippi Reading Improvement Program.

Mississippi State Dept. of Education, Jackson. Div. of Instruction.

PUB DATE- Apr 83
NOTE- 28p.; For related documents, see CS 008 139-142.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum; Curriculum Development; *Instructional Improvement; Language Arts; Primary Education; *Program Development; *Reading Instruction; *Reading Programs; Reading Skills; *State Programs
IDENTIFIERS- *Assistant Teachers; *Mississippi

The first in a series of program documents from the Mississippi State Department of Education, this document describes, in an overview, the purpose of the reading improvement program: to provide primary grade teachers with support--assistant teachers--that strengthens instructional processes, especially in reading, on a daily basis. The document also discusses legislation concerning the Mississippi Reading Improvement Program, criteria for the selection of assistant teachers, program application procedures and processes, and the time line for the development and delivery of reading program components. The appendixes include a reading proficiency test; a language arts proficiency test; methods for determining oral reading proficiency; criteria for assessing proficiency in writing skills; a proofreading test containing the test copy, the correct test copy, and a corrected test copy; a description of the role of the assistant teacher that includes the duties and responsibilities of the position; and a program application form. (EL)

ED 261 344 CS 008 139

Staff Development Manual for the Teaching of Reading. Manual Number One.

Mississippi State Dept. of Education, Jackson. Bureau of School Improvement.

PUB DATE- Aug 85
NOTE- 137p.; For related documents, see CS 008 138-142.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Inservice Teacher Education; Instructional Development; *Instructional Improvement; Instructional Materials; Primary Education; Program Development; *Reading Instruction; *Reading Programs; Reading Skills; Reading Strategies; *Staff Development; State Programs; Teaching Methods
IDENTIFIERS- Assistant Teachers

The materials in this document, which is to be used for teaching teachers and assistant teachers how to teach reading, are presented in five modules: (1) "Teaching Reading: An Overview for Classroom Teachers and Assistant Teachers"; (2) "Teaching and Reinforcing Word Recognition: What to do When a Child Doesn't Respond Correctly to a Word"; (3) "Understanding the Long and Short Vowel Sounds--A Refresher Session for Assistant Teachers"; (4) "Instructional Techniques for Teaching Vowel Sounds to Primary Students," and (5) "Instructional Techniques and Reinforcement Methods Relating to Consonant Blends." Each module, typically, contains the following: an overview, concepts to be developed, preview questions, follow up activities, the presentation of instructional material, resources used, and appendixes containing materials for student and teacher use. (EL)

ED 261 345 CS 008 140

Mississippi Reading Improvement Program. Teacher/Assistant Teacher Training Manual.

Mississippi State Dept. of Education, Jackson. Div. of Instruction.

SPONS. AGENCY- CREATE, Inc., Tupelo, MS.
PUB DATE- 85
NOTE- 49p.; For related documents, see CS 008 138-142. Sample lesson plans may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Inservice Teacher Education; *Instructional Improvement; Instructional Materials; Primary Education; Program Evaluation; *Reading Instruction; *Reading Programs; State Programs; *Teacher Orientation; *Teacher Workshops; Teaching Methods
IDENTIFIERS- Assistant Teachers

Presenting clear and concise guidelines for coordinators/trainers involved in the planning and implementation of orientation sessions for teachers and assistant teachers is the purpose of this manual. Beginning with introductory material concerning the purpose and goals of the reading improvement program and the roles served by assistant teachers, the manual consists of three main sections. The first section deals with planning for the preschool, three-day orientation sessions and the suggested agendas for each day. The second section contains six resources and four handouts for training activities, and section three contains evaluation forms for teachers and assistant teachers. The appendixes contain material on readiness, information on manuscript writing, and sample lesson plans. (EL)

ED 261 346 CS 008 141

Mississippi Reading Improvement Program. Teacher/Assistant Teacher Resource Manual for Videotape Series, Segments One-Three.

CREATE, Inc., Tupelo, MS.; Mississippi State Dept. of Education, Jackson. Div. of Instruction.

PUB DATE- 80
NOTE- 49p.; For related documents, see CS 008 138-142.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; *Inservice Teacher Education; *Instructional Improvement; Instructional Materials; Primary Education; Program Development; Program Implementation; *Reading Instruction; *Reading Programs; State Programs; *Teaching Methods; Team Training; *Videotape Recordings
IDENTIFIERS- Assistant Teachers

The first three sections of a videotape series intended for an on-going training program for administrators, assistant teachers, and teachers participating in the Mississippi Reading Improvement Program are described in this manual. It begins with information concerning the presentation of videotape segments, and contains sections on three video segments: time-on-task, team planning, and teacher leadership. Each section deals with the preparation for the segment, the concepts to be developed, the script synopsis for the videotape, preview and follow up questions, an introduction to handouts on the subject, handouts, and follow-up activities. Appendixes contain a child observation format and related instructional materials. (EL)

Mississippi Reading Improvement Program. Teacher/Assistant Teacher Resource Manual for Videotape Series, Segments Four-Six.

CREATE, Inc., Tupelo, MS.; Mississippi State Dept. of Education, Jackson. Div. of Instruction.

PUB DATE- 83
NOTE- 110p.; For related documents, see CS 008 138-141.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; *Inservice Teacher Education; *Instructional Improvement; Instructional Materials; Primary Education; Program Development; Program Implementation; *Reading Instruction; *Reading Programs; State Programs; *Teaching Methods; *Videotape Recordings
IDENTIFIERS- Assistant Teachers

The last three sections of a videotape series intended for an on-going training program for administrators, assistant teachers and teachers participating in the Mississippi Reading Improvement Program are described in this manual. It begins with information concerning the presentation of videotape segments and contains sections on three segments: administrative leadership, instructional techniques and teaching activities, and individualized instruction. Each section deals with the preparation for the segment, the concepts to be developed, the script synopsis for the videotape, preview and follow-up questions, an introduction to handouts on the subject, handouts, and follow-up activities. Appendixes contain resource materials for constructing learning centers and for cooking activities, information on instructional television utilization services, a list of resource books for developing instructional activities, and patterns for folder games. (EL)

ED 261 348 CS 008 146

Nolen, Patricia A.; Mathews, Paula B.

The Relationship of Expository Prose Structure to High School Students' Reading.

PUB DATE- 81
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Age Differences; Comparative Analysis; *Discourse Analysis; Grade 10; Grade 12; High Schools; Language Processing; *Reader Text Relationship; *Reading Ability; Reading Processes; *Reading Research; Reading Strategies; *Recall (Psychology); Secondary School Students
IDENTIFIERS- *Text Structure

The reading recall protocols of 24 tenth grade and 24 twelfth grade students were used in a study that investigated the relationship of average reading ability and high school grade placement to recall of expository text with adversative and attributive structures. Two test passages were written in an adversative structure with contrasting viewpoints. The remaining two passages were organized in an attributive structure, listing characteristics of events and ideas. Students were asked to read silently one of each passage type and retell what they remembered immediately and after a one-week delay. Students were also asked to identify the organizational structure of each passage, with all responses scored by discourse analysis procedures. Results showed that general processing strategies did not differ across the two grade levels, passage types, or conditions of recall. The findings suggested that the readers approached a familiar reading task with simple expectations to remember information, and with little conscious awareness that everyday relational frameworks used in understanding could be applied. (HOD)

ED 261 349 CS 008 147

Sanacore, Joseph
Creative Reading through Self-Questioning.
PUB DATE- 85
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cognitive Processes; Content Area Reading; *Creative Thinking; *Critical Reading; Language Processing; *Questioning Techniques; *Reading Comprehension; *Reading Instruction; *Reading Processes; Reading Research
IDENTIFIERS- *Creative Reading

As individuals read, they construct meaning at various levels, including literal, interpretive, and critical. One part of this comprehension act is creative reading, which may be promoted by self-questioning so that students become personally involved in the material they read. To guide students' self-questioning strategies, teachers can both pose questions that require readers to go beyond textual implications and model subtasks, such as asking and answering inferential questions, finding clues to substantiate inferential questions, and explaining the relationship of clues to answer. Teachers can also provide students with a problem-solving schema for comprehending complex short stories. A possible approach to encouraging continuity in self-questioning and responding is recreational reading in the content areas, thus encouraging students to select their own materials and to read at their own pace. Personal questioning is not the only way of encouraging creative thought, however, and creative reading does not replace other aspects of the comprehension act. (DF)

ED 261 350 CS 008 148

Crismore, Avon, Ed.

Landscapes: A State-of-the-Art Assessment of Reading Comprehension Research 1974-1984. Final Report, Volume 1.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- Mar 85

NOTE- 349p.

CONTRACT- USDE-C-300-83-0130

LANGUAGE- English

EDRS Price - MF01/PC14 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Cognitive Processes; Critical Thinking; Elementary Secondary Education; Learning Disabilities; Meta Analysis; Prior Learning; *Reading Comprehension; *Reading Instruction; *Reading Research; *Research Needs; Special Education; State of the Art Reviews

The 594 studies referenced in this volume, the first of a two-volume set, synthesize reading comprehension research conducted from 1974 to 1984. The 12 chapters cover the following topics: (1) the necessity for both quantitative and qualitative meta-analysis for a complete state-of-the-art understanding of any domain, (2) the background of the research project that generated this volume, (3) a quantitative meta-analysis of reading comprehension research, (4) research on reading comprehension instruction, (5) reading instruction with the special education student, (6) a cognitive approach to reading for the learning disabled, (7) reading comprehension processes as critical thinking, (8) exemplary studies for teachers to use, (9) using background knowledge of readers, (10) teachers as researchers and present research needs, (11) measurement in reading comprehension research and in classrooms, and (12) a synthesis and assessment of reading comprehension research. The appendixes provide a taxonomy of reading comprehension variables, a list of hypotheses that reading researchers test, the references for the 594 studies, additional references; and information about the authors and editor. (HOD)

ED 261 351 CS 008 150

Singer, Harry; Phelps, Patricia
The History of Computers and Their Use in Education.

PUB DATE- Dec 82
NOTE- 36p.; Paper presented at the Annual Meeting of the National Reading Conference (32nd, Clearwater, FL, December 4-6, 1982).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Assisted Instruction; Computer Literacy; *Computers; Educational Development; *Educational History; Educational Philosophy; Educational Research; Elementary Secondary Education; Futures (of Society); Higher Education; *Intellectual History; Inventions; Teaching Methods; *Technological Advancement

Intended for educators at all levels, this paper traces the development of the computer from its beginnings to the present and discusses how computers can best be used in education. The first section of the paper describes major developments in the history of the computer, including the machine invented by W. Schickard and the computer constructed by B. Pascal in 1642 to complete mathematical functions; the "Leibniz Wheel," devised by G. W. Leibniz in 1673; the various inventions of G. Babbage in the 1800s; the early digital computers developed in the 1930s and 1940s; the construction of the Electronic Integrator and Calculator (ENIAC), which led to a number of advances in computer technology; and the technological breakthroughs that led to the development of minicomputers and microcomputers. The second section of the paper, based on a review of recent computer-related research, traces the growth of computer use in education. Research examined in this section is organized into six categories: (1) computer assisted instruction, (2) attitudes towards computers, (3) computer testing, (4) computer managed instruction, (5) cost effectiveness, and (6) computer literacy. The paper concludes with a series of questions educators need to ask about computer use, noting that the answers can lead them to realize that the computer can--and is likely to--cause a dramatic change in teaching and learning. (FL)

ED 261 352 CS 008 152

Meek, Margaret; And Others
Achieving Literacy: Longitudinal Studies of Adolescents Learning to Read.
REPORT NO.- ISBN-0-7100-9463-9
PUB DATE- 83
NOTE- 232p.
AVAILABLE FROM- Routledge & Kegan Paul, 9 Park St., Boston, MA 02108 ($13.95 paper).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTORS- *Case Studies; Cultural Influences; Educational Theories; Learning Processes; *Literacy; *Literacy Education; Personal Narratives; *Reading Instruction; Reading Research; *Remedial Reading; Secondary Education; Social Influences; *Student Motivation; Teacher Student Relationship; Teaching Methods

The eight chapters in this book relate the experiences and reflections of six researchers/teachers who set out to teach five students who had failed to acquire a useful degree of literacy. The book also provides a great deal of information about many of the central topics of teaching literacy: children's motivation, the influence of social and cultural background on learning, and different methods of teaching reading. These topics are integrated into the detailed case studies the book describes. (HOD)

ED 261 353 CS 008 153

Roehler, Laura R.; And Others

Teacher Explanation during Reading Instruction: A Technical Report of the 1982-83 Study. Research Series No. 158.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- May 85
NOTE- 136p.
CONTRACT- 400-81-0014
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($12.25).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Grade 5; Intermediate Grades; *Reading Achievement; *Reading Instruction; *Reading Research; *Reading Strategies; *Teacher Effectiveness; *Teacher Role; Teacher Student Relationship; Teaching Methods
IDENTIFIERS- Direct Instruction; *Explanations

Twenty-two fifth-grade teachers participated in a study designed to determine whether, given typical basal text material and the opportunity to learn, the more effective classroom teachers of reading would be those who provided explicit explanations on how to use reading skills strategically when reading. The treatment group of teachers was trained in how to explain to low reading groups what strategies could be used, when they should be used, and how to apply them. The control group participated in a workshop on effective classroom management. Subsequently, the low-group reading instruction of each treatment and control teacher was observed four times at one month intervals. Students were pretested and posttested with the Gates-McGinitie Reading Achievement Test. Results suggested that teachers were able to incorporate explanatory talk into their lessons and that this talk resulted in greater student awareness. However, no achievement gains were found. Qualitative analysis of the explanations of teachers who were more and less effective in creating awareness outcomes resulted in the identification of distinguishing descriptive characteristics of effective explanation and suggested reasons why some teachers were not more effective. (Copies of materials used in the study are appended.) (HOD)

ED 261 354 CS 008 155

Waller, T. Gary, Ed.; MacKinnon, G. E., Ed.
Reading Research: Advances in Theory and Practice. Volume 1.
REPORT NO.- ISBN-0-12-572301-6
PUB DATE- 79

NOTE- 262p.; For volumes 2-4, see CS 008 156-158.
AVAILABLE FROM- Academic Press, Inc., 111 Fifth Ave., New York, NY 10003 ($35.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Development; Early Reading; Elementary Education; *Learning Processes; Neurological Impairments; *Prior Learning; Reading Achievement; Reading Difficulties; *Reading Instruction; Reading Processes; *Reading Readiness; *Reading Research

The first of a series providing reviews, syntheses (empirical and rhetorical), and reports of reading research, the chapters in this volume treat the question, "What does a child have to know (or be able to do) in order to learn to read?" The book begins with an in-depth logical analysis in historical perspective of the concept of reading readiness (Max Coltheart). The following chapters address the current state of the art of assessing reading readiness (Joanne R. Nurss); the relationship between early linguistic insight and reading (Linnea C. Ehri); the factors that produce precocious readers (Jane W. Torrey); the importance of the social environment in learning to read (Doris R. Entwisle); and readiness for relearning to read following brain injury (Carole Ann Wiegel-Crump). The volume concludes with a discussion by Hildred Rawson of a program of instruction in reading predicted on the concept that readiness is a continuous and cumulative process of preparing children for successive advances in cognitive development. (EL)

ED 261 355 CS 008 156

MacKinnon, G. E., Ed.; Waller, T. Gary, Ed.
Reading Research: Advances in Theory and Practice. Volume 2.
REPORT NO.- ISBN-0-12-572302-4
PUB DATE- 81
NOTE- 233p.; For volumes 1 through 4, see CS 008 155-158.
AVAILABLE FROM- Academic Press, Inc., 111 Fifth Ave., New York, NY 10003 ($35.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Basal Reading; *Beginning Reading; Content Analysis; Early Reading; Educational Theories; Elementary Education; *Instructional Materials; *Learning Processes; Program Content; Program Development; Program Evaluation; Reading Comprehension; *Reading Instruction; Reading Processes; *Reading Programs; *Reading Research; Teaching Methods

Intended to provide a publication outlet for systematic and substantive reviews and syntheses, both empirical and theoretical, and for integrative reports of programatic research, this volume focuses on what children learn when learning to read, and how this learning can be facilitated. The first chapter of the volume offers an analysis of writing systems and their influence on learning to read. By contrasting alphabetic with nonalphabetic writing systems, this chapter provides fresh insights into the question of what must be learned while learning to read and the problems children encounter when learning to read English. The second chapter critically evaluates several practices and programs currently employed to instruct novice readers in learning the print-to-speech mode, in developing decoding automaticity, and in comprehending what they read. The third chapter analyzes the content of a number of widely used school reading texts, in light of current research on factors that affect reading acquisition, and the fourth chapter proposes a framework for designing and evaluating effective reading programs. (HTH)

DOCUMENT RESUME

ED 261 356 CS 008 157

MacKinnon, G. E., Ed.; Waller, T. Gary, Ed.
Reading Research: Advances in Theory and Practice. Volume 3.
REPORT NO.- ISBN-0-12-572303-2
PUB DATE- 81
NOTE- 265p.; For volumes 1 through 4, see CS 008 155-158.
AVAILABLE FROM- Academic Press, Inc., 111 Fifth Ave., New York, NY 10003 ($37.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Cognitive Development; Decoding (Reading); Models; *Reading Comprehension; Reading Diagnosis; Reading Difficulties; Reading Instruction; *Reading Processes; Reading Research; *Reading Skills; Reading Strategies; *Theory Practice Relationship; *Word Recognition
IDENTIFIERS- Print Awareness

Intended to provide a publication outlet for systematic and substantive reviews and syntheses, both empirical and theoretical, and for integrative reports of programatic research, this volume focuses on current theory and research on word identification and comprehension and explores the implication of this work for the teaching of reading. The first chapter provides a critical review of current theories of reading, examining many of the unresolved issues illustrated by existing models and focusing on the particularly difficult problem of how readers at varying levels of skill deal with meaning. The second chapter offers an information processing analysis of some of the mechanisms that underlie the word identification skills of mature readers. The third chapter reviews current research on the development of word recognition skills, focusing on what children know about printed words, how this knowledge is expressed in reading-related tasks, and how it changes with increasing age and experience. The fourth chapter examines what children know about spoken words and the relation of this knowledge to reading, while the fifth chapter considers reading acquisition in the broader context of cognitive development. The final chapter proposes a framework for analyzing individual differences among children in the strategies they employ for dealing with units of text larger than single words, and for teaching comprehension skills to poor readers. (HTH)

ED 261 357 CS 008 158

MacKinnon, G. E., Ed.; Waller, T. Gary, Ed.
Reading Research: Advances in Theory and Practice. Volume 4.
REPORT NO.- ISBN-0-12-572304-0
PUB DATE- 85
NOTE- 262p.; For volumes 1 through 3, see CS 008 155-157.
AVAILABLE FROM- Academic Press, Inc., 111 Fifth Ave., New York, NY 10003 ($45.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Processes; Dyslexia; Elementary Education; Foreign Countries; *Learning Processes; Neurological Impairments; Reading Ability; Reading Achievement; *Reading Difficulties; *Reading Instruction; Reading Processes; *Reading Research; *Reading Skills; Remedial Reading; Research Methodology; Research Needs; Speed Reading; *Teaching Methods; Theory Practice Relationship
IDENTIFIERS- Sweden

Intended to provide an outlet for systematic and substantive reviews, both empirical and theoretical, and for extended integrative reports of programatic research, this volume focuses on the nature of reading and reading disabilities, with implications for both theory and practice. The first chapter of the book reports on a long-term study of the nature of individual differences in reading disability, while the second chapter reports on the current status of a longitudinal investigation in Sweden on the development of reading skills and reading disability. The third chapter addresses the extent to which differences in instruction may contribute to the development of differences in reading skill. The fourth chapter surveys the basic research and theoretical literature on the nature of the reading skill possessed by the skilled reader, and the fifth chapter discusses the processes involved in rapid reading and its nature in speed readers. The final chapter describes what happens to reading skill following brain damage and discusses the implications of studies on individuals so disabled as models of the reading process. (HTH)

ED 261 358 CS 008 159

Goodman, Kenneth S.; Gollasch, Frederick V., Ed.
Language and Literacy: The Selected Writings of Kenneth S. Goodman.
Volume I: Process, Theory, Research.

REPORT NO.- ISBN-0-7100-0875-9
PUB DATE- 82
NOTE- 305p.
AVAILABLE FROM- Routledge & Kegan Paul, 9 Park St., Boston, MA 02108
($31.95 cloth).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Cognitive Processes; Decoding (Reading); Epistemology; *Miscue Analysis; Models; *Psycholinguistics; *Reading Instruction; *Reading Processes; *Reading Research; Theory Practice Relationship
IDENTIFIERS- *Goodman (Kenneth)

Encompassing his work in the psycholinguistics of reading, this book presents Kenneth Goodman's major papers focusing on miscue analysis, the theoretical model of the reading processes derived from it, and relevant research perspectives. Following an introduction to Goodman's works, the articles discuss the following topics: (1) the reading process, (2) theory and practice in the reading process, (3) the reading process as a psycholinguistic guessing game, (4) the linguistics of reading, (5) the decoding process, (6) psycholinguistic universals in the reading process, (7) universal features in the reading process, (8) what researchers know about reading, (9) miscues as windows on the reading process, (10) theory and reality of miscue analysis in reading, (11) a linguistic study of cues and miscues in reading, (12) analysis of oral reading miscues as applied psycholinguistics, (13) influences of the visual peripheral field, (14) learning about psycholinguistic processes by analyzing oral reading (with Yetta Goodman), and (15) linguistically sound research in reading. A final chapter by Brian Cambourne evaluates the Goodman reading model. The appendix contains the Goodman Taxonomy of Reading Miscues. (HTH)

ED 261 359 CS 008 163

Labuda, Michael, Ed.
Creative Reading for Gifted Learners: A Design for Excellence. Second Edition.
International Reading Association, Newark, Del.
REPORT NO.- ISBN-0-87207-742-X
PUB DATE- 85
NOTE- 177p.; For the first edition, see ED 094 357.
AVAILABLE FROM- International Reading Association, 800 Barksdale Rd., PO Box 8139, Newark, DE 19714-8139 (Book No. 742, $7.00 member, $10.50 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academically Gifted; *Creative Activities; Creative Development; *Creative Thinking; *Creativity; Curriculum Development; Elementary Secondary Education; *Gifted; Gifted Disabled; Gifted Disadvantaged; Individual Development; Parent Participation; *Reading Instruction; Reading Programs; *Student Motivation

Divided into six sections, this book focuses on creative pupils and creative reading, special considerations when developing programs for gifted students, materials and resources, meeting the writing needs of gifted students, suggestions for meeting their unique needs, and future trends regarding the gifted. The titles of the articles and their authors are as follows: "Gifted and Creative Pupils: Reasons for Concern," by Michael Labuda; "Rationale for Fostering Creative Reading in the Gifted and the Creative," by Paul A. Witty; "Ingredients of a Creative Reading Program," by Walter B. Barbe; "Parent Roles in Fostering Reading," by Edith H. Grotberg; "Language Programs for Young Children: Implications for the Creative and Gifted," by Dorothy S. Strickland; "Using Reading to Stimulate Creative Thinking in the Intermediate Grades," by Richard J. Smith; "Creativity in Secondary Schools," by Jo Brazell; "Fostering Reading Growth for Gifted and Creative Readers at the Primary Level," by Carl J. Wallen; "Fostering Creative Reading at the Intermediate Level," by Robert E. Shafer; "Creativity Training Activities for Secondary School Students," by Joseph S. Renzulli and Carolyn M. Callahan; "Writing as Revelation: From Telephone Booth to Macrocosmic View," by Michael Mathias; "Make Believe: An Important Affair," by Margaret S. Woods; "Creative Reading Can Be a Balance and an Anchor in Guiding the Gifted," by Ann F. Isaacs; "Fostering Creativity in Children Who Differ," by Michael Labuda and Helen J. James; "Forging Ahead in Reading for Gifted and Creative Learners," by Michael Labuda; and "The Twenty-First Century," by Michael Labuda. The book concludes with a list of organizations for the gifted. (EL)

ED 261 360 CS 008 164

Vosniadou, Stella
Contextual and Linguistic Factors in Children's Comprehension of Nonliteral Language. Technical Report No. 340.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Sep 85
NOTE- 27p.; Paper presented at the Annual Meeting of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Language; Concept Formation; *Context Clues; Information Processing; *Language Acquisition; *Language Processing; Language Research; *Language Usage; *Metaphors; *Reading Comprehension

The linguistic form of a nonliteral expression, and the context in which it occurs, can greatly influence young children's succcess or failure in assigning a meaning to a figurative expression. Experiments have shown that the same metaphorical expression can be easier to understand when expressed in a linguistic form that is familiar to young children, and thus more likely to be known given the limited linguistic knowledge of the young child. Because of this limited knowledge, children depend heavily on contextual information when they assign a meaning to a linguistic input. By hearing and trying to make sense out of metaphorical language in a variety of contexts, children can gradually become aware of the different uses of nonliteral language and of the variety of meanings they might express. In addition, the relationship between the contextual information and the linguistic input can affect the information processing requirements of the comprehension task and thus facilitate or hinder comprehension. Furthermore, experiments have demonstrated that what matters is not so much whether a given metaphorical sentence is expressed as a simile or as a metaphor, or whether it is more or less predictable on the basis of the context, but rather the level of difficulty of that metaphorical sentence. (HOD)

ED 261 361 CS 008 166

Topping, Keith, Ed.; Wolfendale, Sheila, Ed.
Parental Involvement in Children's Reading.
REPORT NO.- ISBN-0-89397-230-4
PUB DATE- 85
NOTE- 333p.
AVAILABLE FROM- Nichols Publishing Company, 155 West 72nd St., New York, NY 10023 ($32.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Educational Trends; Elementary Education; Family Influence; Parent Child Relationship; *Parent Participation; *Parent School Relationship; Program Development; Reading Achievement; Reading Attitudes; *Reading Instruction; Reading Processes; *Reading Programs; *Teaching Methods

Noting recent research showing the considerable benefit in having carefully structured systems for parental involvement in reading, this book presents a review of past and current successful practices in this field. The chapters in the first part of the book discuss the context of international trends in parents' involvement in their children's education, models of the reading process, and reasons for parental involvement in children's reading works. The chapters in the second part are arranged under four subheadings: parent listening, paired reading, behavioral methods, and variations of parent involvement. Specific topics discussed in the chapters include implementation and take-up of a project to involve parents in the teaching of reading, the origins and future of paired reading, remedial reading at home, and a comparative study of three methods of parental involvement in reading. Chapters in the third section comprise a manual of materials and methods for implementing a program of parent involvement. (HTH)

ED 261 362 CS 008 178

Sorenson, Nancy L.
Phonic Generalization Instruction in Five Current Basal Readers.
PUB DATE- 82
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Basal Reading; Beginning Reading; Content Analysis; Language Patterns; Phoneme Grapheme Correspondence; *Phonics; Primary Education; Reading Instruction; *Reading Research; *Reliability; *Textbook Research; *Word Lists

The vocabulary lists from five basal readers were examined in an effort (1) to determine what information is taught in the form of phonic generalizations in current, primary-level basal readers; (2) to examine intraprogram reliability of those generalizations; and (3) to determine whether the content of generalization instruction had changed since a 1963 study. The five series selected for study were "The Ginn Reading Program," the Harcourt Brace Jovanovich "Bookmark Reading Program," "The Houghton Mifflin Reading Program," "Series R Macmillan Reading," and Scott, Foresman and Company's "Basics in Reading." Separate lists of orthographically conforming words were created for the generalizations within each reading series. Orthographically conforming words were analyzed to determine which words conformed phonemically to the generalizations. Forty-two generalizations were found in all series. Seven of the generalizations were common to three or more of the basal series, while 26 were unique to one series. In all programs 60% or more of the generalizations met acceptable levels of reliability and acceptability. Finally, only 13 of the generalizations from 1963 were found in the current list; 12 had been subsumed by more generic generalizations; 20 no longer appeared. (HOD)

ED 261 363 CS 008 179

Ice, Marie

Story Concept: Story Process.

PUB DATE- Sep 85

NOTE- 23p.; Paper presented at the Annual Meeting of the National Reading and Language Arts Educators' Conference (Kansas City, MO, September 27-28, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Cognitive Processes; *Concept Formation; *Developmental Stages; Elementary Education; *Linguistic Competence; Literary Genres; *Oral Language; *Reading Research; Sentence Structure; *Story Telling
IDENTIFIERS- *Story Concepts; Story Structure

Since there is a lack of studies that reveal school age children's oral competence in story production, a five-year longitudinal descriptive study was undertaken to determine a child's sense of story as revealed by children's oral generation of stories. The specific story elements analyzed were sources of their stories, narrative form, formal elements, number and kinds of characters, connectors between clauses, and minimal terminable units (T-units). Data were collected from five students at the beginning of first grade, at the end of first grade, at the end of second grade, and at the end of fifth grade. For each collection of data, each participant was asked to tell two stories, which were audio recorded. Fluctuations in source of story, narrative form, and formal elements suggested that the development of story concept is not a closer and closer approximation of an adult's concept of narrative. Rather, students appeared to be reformulating a story concept as they moved from folk/fairy tale conventions to a sense of genre or a lack of sense of genre for stories. Moreover, the children did not advance at the same pace in story concept formation. Only the linguistic elements, T-units and connectors between clauses, showed a consistent and forward development to more complex structures and items by all the students. (HOD)

ED 261 364 CS 208 001

Ardino, Jo Tagliente
The Personification Method of Instruction in Penmanship.
PUB DATE- 18 Nov 83
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Handwriting; Language Arts; *Letters (Alphabet); Primary Education; Student Interests; Student Motivation; Teacher Role; *Teaching Methods; *Writing Instruction; *Writing Readiness; *Writing Skills
IDENTIFIERS- Personification

Efficient handwriting plays an important role in strengthening virtually all other school skills. One method of teaching handwriting involves personifying the letters in order to make writing more interesting, meaningful, and fun. The first lesson shows students the correct sitting position and the proper way to hold a pen. The next lesson has the students watching the teacher write small letters on the board, one by one, while they imitate the letters on their paper. After the teacher is satisfied that the students have copied the letters of the alphabet, the teacher demonstrates on the chalkboard the difference between legible and illegible letters and words. This is followed by a story about the letters that relates small letters as children and the capital letters as adults. Then the teacher and students proceed to take each letter, one by one, and personify it. The same is done with capital letters. The object of these lessons is to teach good posture, correct movement, the formation of legible letters, efficient speed, and images of structure so as to guide the correct letter forms. (HOD)

ED 261 365 CS 208 918

Pizante, Gary
The Canadian Charter of Rights, American Jurisprudence, and Canadian Civil Libel Law: Will There Be an Occasion for Dancing in Canadian Streets?
PUB DATE- Aug 85
NOTE- 28p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Civil Liberties; *Constitutional Law; *Court Litigation; *Democracy; Foreign Countries; *Freedom of Speech; Governmental Structure; Government Role; Journalism; Justice; Legal Problems

IDENTIFIERS- Canada; *Canadian Chapter of Rights and Freedoms; *Meiklejohn (Alexander)

The new and immense task that awaits the judiciary of Canada is to decide what limitations, if any, ought to be imposed upon freedom of expression as protected in the new Canadian Constitution with an entrenched Charter of Rights. The area of civil libel law provides special problems related to free speech and press. One source of help for scholars, lawyers, and judges struggling with this problem is the thinking of the American philosopher, Alexander Meiklejohn. His view is that the First Amendment was meant to protect political speech. Thus, he heralded the United States Supreme Court decision in "New York Times vs. Sullivan" as "an occasion for dancing in the streets." It is questionable, however, whether the Canadian courts will accept this theory of self-government and its idea of what is reasonable. Ultimately, the decision rests on how much of a departure from the past the Charter represents. The original purpose of the Canadian system was to provide peace, order, and good government and not life, liberty, and the pursuit of happiness. Meiklejohn's thinking is based on a respect for the sovereignty of the people and on their ability to handle democratic tasks. Parts of his theory may lie on the surface of Canadian ideas, which, as the Charter shows, have a commitment to freedom of expression. The coming court battles and judicial decisions will demonstrate just how deeply that commitment goes. (The Canadian Charter of Rights and Freedoms is appended.) (HOD)

ED 261 366 CS 208 982

Wicks, Jan L.

On Top of the World: Chevrolet Television Advertising 1955 to 1965.

PUB DATE- Aug 85
NOTE- 24p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advertising; Consumer Economics; Content Analysis; Marketing; Media Research; Motor Vehicles; *Persuasive Discourse; *Production Techniques; *Television Commercials
IDENTIFIERS- Advertising Agencies; *Advertising Effectiveness; *Chevrolet Car Company

Through a review of data from the Campbell-Ewald Advertising Agency and its creative director, the Chevrolet car company, and a review of the award-winning television commercials, this paper explores the successful relationship between Chevrolet and that agency from 1955 to 1965. Following an introduction and a list the questions asked about both the nature of the business relationship between these two organizations and the television and advertising environment prevalent at the time, the paper presents a brief review of previous literature on television advertising and the automobile industry. The paper next describes the nature and sources of the data reviewed, which includes five videotapes of the award-winning commercials. It then discusses the following aspects of the relationship between Chevrolet and Campbell-Ewald, based on the materials examined: (1) the commitment of these two companies to excellence in advertising, (2) the creative environment at the advertising agency, (3) the advantages enjoyed by advertising in that era of television, (4) the size and use of Chevrolet's advertising budget, (5) conditions of the automobile market at that time, and (6) the award-winning television advertisements. The paper concludes with remarks on automobile advertising in general during this "golden age" of television. (HTH)

ED 261 367 CS 209 001

Renaud, Jean-Luc; Litman, Barry R.

The International Marketplace for Television Programming: New Strategies for the 1980s.

PUB DATE- Aug 85
NOTE- 41p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Budgeting; Cooperative Planning; *International Relations; *International Trade; *Marketing; *Media Research; Money Management; *Programing (Broadcast); *Television

The growing importance of the export market for the United States television industry--specifically, the structure of the syndication industry, and the strategies developed by U.S. producers and syndicators as a response to the new economic imperatives and the disciplining force of the international media environment on programing decisions--was analyzed using archival records of professional associations and conventions, a thorough examination of the trade press, and more than 30 letters from U.S. television producers and syndicators. The analysis revealed that, at a time when income derived from foreign markets is critical to the revenue equation of many U.S. television producers, American-made programing is experiencing the pressure of international competition. It was also found that the continuing trend toward more coproduction among European broadcasters, the increased sophistication of television production, and the existence of import barriers will make it difficult for U.S. companies to take full advantage of these important revenue-producing overseas markets without resorting to coproduction with foreign partners. (HOD)

ED 261 368 CS 209 046

Zerbinos, Eugenia
Avoiding "Methodolatry" in Mass Communication Research: A Call for Multimethod Triangulation.
PUB DATE- 5 Aug 85
NOTE- 24p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Data Collection; *Mass Media; *Media Research; *Multitrait Multimethod Techniques; *Research Methodology; Research Needs; *Speech Communication
IDENTIFIERS- *Theory Triangulation

Surveys, content analyses, and laboratory experiment/judgment task strategies continue to be the dominant research methods used in mass communication research. Some researchers, however, are advocating method triangulation--the use of at least two and as many as five methods within the same study. A manual and computer search of several databases for studies using multiple methods in mass communication research produced disappointing results. It would appear that even though many researchers have been urging the use of multiple methods, few researchers seem to be heeding the advice. Some may argue that multimethod studies are impractical since a study that uses several methods including qualitative strategies would be difficult to replicate. Nevertheless, if such studies do, indeed, increase confidence in the results or point to directions for further research, then they are worth the time, effort, and expense. As researchers look for ways to improve research designs and thereby build a meaningful and comprehensive body of literature, they should consider how combining methods can contribute to a better understanding of mass communication. (HOD)

ED 261 369 CS 209 176

Curriculum Guide in Communication Arts for the Elementary School in Listening, Speaking, and Writing: Kindergarten, Grade 1, Levels AB.

Chicago Board of Education, Ill.

PUB DATE- 81
NOTE- 241p.; For guides for grades 1-4, see CS 209 177-180.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Guides; Elementary School Curriculum; *English Curriculum; Grade 1; Kindergarten; *Language Arts; *Listening Skills; Primary Education; Speech Instruction; *Speech Skills; Verbal Communication; Writing Instruction; *Writing Skills

The first of five volumes, this guide for kindergarten and first grade complements the Chicago Mastery Learning Reading Program or other reading programs, and provides an outline of skills in listening, speaking, and writing. The introductory section contains objectives, a description of the organization of the book, and a discussion of the interrelationship of the communication skills. The first section includes units on listening subskills: attentive listening, informational listening, critical listening, and recreational listening. The second section presents units on speaking subskills: the mechanics of speaking, the ability to communicate orally, communication techniques, and methods of delivery. The third section contains writing units on fundamental skills, practical writing, and creative writing. Each unit lists (1) the skill to be taught; (2) the subskill, which is stated in behavioral terms and which progresses from the fundamental to the advanced; (3) the objective of the lesson; (4) cross references to reading objectives; (5) the teaching/learning strategy; and (6) the criterion for determining mastery of the objective. The appendixes contain a suggested weekly time distribution for language arts, a language arts checklist for elementary teachers, a Chicago Public Schools handwriting award form, a bibliography, and a teacher evaluation form. (EL)

DOCUMENT RESUME

ED 261 370 CS 209 177

Curriculum Guide in Communication Arts for the Elementary School in Listening, Speaking, and Writing: Grade 1, Levels CD.

Chicago Board of Education, Ill.

PUB DATE- 81

NOTE- 239p.; For guides for Kindergarten to grade 4, see CS 209 176-180.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Curriculum Guides; Elementary School Curriculum; *English Curriculum; *English Instruction; Grade 1; *Language Arts; *Listening Skills; Primary Education; Speech Instruction; *Speech Skills; Verbal Communication; Writing Instruction; *Writing Skills

The second of five volumes, this guide for first grade complements the Chicago Mastery Learning Reading Program or other reading programs, and provides an outline of skills in listening, speaking, and writing. The introductory outline contains objectives, a description of the organization of the book, and a discussion of the interrelationship of the communication skills. The first section includes units on listening subskills: attentive listening, informational listening, critical listening, and recreational listening. The second section contains units on speaking subskills: the mechanics of speaking, the ability to communicate orally, communication techniques, and methods of delivery. The third section presents units on fundamental skills of writing, practical writing, and creative writing. Each unit lists (1) the skill to be taught; (2) the subskill, which is stated in behavioral terms and which progresses from the fundamental to the advanced; (3) the objective of the lesson; (4) cross references to reading objectives; (5) the teaching/learning strategy; and (6) the criterion for determining mastery of the objectives. The appendixes contain a suggested weekly time distribution for language arts, a language arts checklist for elementary teachers, a Chicago Public Schools handwriting award form, a bibliography, and a teacher evaluation form. (EL)

ED 261 371 CS 209 178

Curriculum Guide in Communication Arts for the Elementary School in Listening, Speaking, and Writing: Grade 2, Levels EF.

Chicago Board of Education, Ill.

PUB DATE- 81

NOTE- 266p.; For guides for Kindergarten and grades 1, 3, and 4, see CS 209 176-180.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Curriculum Guides; Elementary School Curriculum; *English Curriculum; *English Instruction; Grade 2; *Language Arts; *Listening Skills; Primary Education; Speech Instruction; *Speech Skills; Verbal Communication; Writing Instruction; *Writing Skills

The third of five volumes, this guide for second grade complements the Chicago Mastery Learning Reading Program or other reading programs, and provides an outline of skills in listening, speaking, and writing. The introductory section contains objectives, a description of the organization of the book, and a discussion of the interrelationship of the communication skills. The first section includes units on listening subskills: attentive listening, informational listening, critical listening, and recreational listening. The second section contains units on speaking subskills: the mechanics of speaking, the ability to communicate orally, communication techniques, and methods of delivery. The third section presents units on writing: fundamental skills, practical writing, and creative writing. Each unit lists (1) the skill to be taught; (2) the subskill, which is stated in behavioral terms and which progresses from the fundamental to the advanced; (3) the objective of the lesson; (4) cross references to reading objectives; (5) the teaching/learning strategy; and (6) the criterion for determining mastery of the objectives. The appendixes contain a suggested weekly time distribution for language arts, a language arts checklist for elementary teachers, a Chicago Public Schools handwriting award form, a bibliography, and a teacher evaluation form. (EL)

ED 261 372 CS 209 179

Curriculum Guide in Communication Arts for the Elementary School in Listening, Speaking, and Writing: Grade 3, Levels GH.

Chicago Board of Education, Ill.

PUB DATE- 81

NOTE- 273p.; For guides for Kindergarten and grades 1, 2, and 4, see CS 209 176-180.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Curriculum Guides; Elementary School Curriculum; *English Curriculum; *English Instruction; Grade 3; *Language Arts; *Listening Skills; Primary Education; Speech Instruction; *Speech Skills; Verbal Communication; Writing Instruction; *Writing Skills

The fourth of five volumes, this guide for third graders complements the Chicago Mastery Learning Reading Program or other reading programs, and provides an outline of skills in listening, speaking, and writing. The introductory section contains objectives, a description of the organization of the book, and a discussion of the interrelationship of the communication skills. The first section includes units on listening subskills: attentive listening, informational listening, critical listening, and recreational listening. The second section contains units on speaking subskills: the mechanics of speaking, the ability to communicate orally, communication techniques, methods of delivery, and style. The third section presents writing units on fundamental skills, practical writing, and creative writing. Each unit lists (1) the skill to be taught; (2) the subskill, which is stated in behavioral terms and which progresses from the fundamental to the advanced; (3) the objective of the lesson; (4) cross references to reading objectives; (5) the teaching/learning strategy; and (6) the criterion for determining mastery of the objectives. The appendixes contain a suggested weekly time distribution for language arts, a language arts checklist for elementary teachers, a Chicago Public Schools handwriting award form, a bibliography, and a teacher evaluation form. (EL)

ED 261 373 CS 209 180

Curriculum Guide in Communication Arts for the Elementary School in Listening, Speaking, and Writing: Grade 4.

Chicago Board of Education, Ill.

PUB DATE- 83

NOTE- 331p.; For guides for kindergarten and grades 1-3, see CS 209 176-179.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Curriculum Guides; Elementary School Curriculum; *English Curriculum; *English Instruction; Grade 4; Intermediate Grades; *Language Arts; *Listening Skills; Speech Instruction; *Speech Skills; Verbal Communication; Writing Instruction; *Writing Skills

The fifth of five volumes, this guide for the fourth grade is an outgrowth of the Curriculum Guide in Reading. The guide provides an outline of skills in the communicative arts of listening, speaking, and writing that support and can be integrated with the skills outlined in the reading guide. The introductory section contains objectives, a description of the organization of the book, and a discussion of the interrelationship of the communication skills. The first section includes units on listening subskills: attentive listening, informational listening, critical listening, and recreational listening. The second section contains units on speaking subskills: the mechanics of speaking, the ability to communicate orally, communication techniques, methods of delivery, and style. The third section presents writing units on fundamental skills, practical writing, and creative writing. Each unit lists (1) the skill to be taught; (2) the subskill, which is stated in behavioral terms and which progresses from the fundamental to the advanced; (3) the objective of the lesson; (4) the teaching/learning strategy, and (5) the criterion for determining mastery of the objectives. The appendixes contain a suggested weekly time distribution for language arts, a language arts checklist for elementary teachers, a Chicago Public Schools handwriting award form, a bibliography, and a teacher evaluation form. (EL)

ED 261 374 CS 209 183

Alicna, Elaine; And Others
A Writing and Research Guide.
Hardin County Board of Education, Elizabethtown, Ky.

SPONS. AGENCY- Carnegie Foundation for the Advancement of Teaching.
PUB DATE- 4 Dec 84
NOTE- 230p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Critical Reading; Educational Improvement; Letters (Correspondence); *Library Instruction; *Library Skills; Reading Skills; Research Papers (Students); Research Skills; Secondary Education; *Writing Instruction; Writing Skills

Intended for use by secondary school English teachers and school librarians, this teaching guide provides lesson plans for instruction pertaining to library and research skills. The first section presents lessons to improve library skills. The five lessons cover (1) the organization and arrangement of the library, (2) the card catalog, (3) reference materials and indexes, (4) parts of books, and (5) developing a bibliography. Appendixes contain examples of front and back matter, reference materials, and tables and graphs referred to in the lessons. Section two presents lessons to improve critical reading skills. The 12 lessons are designed to develop students' ability to distinguish between fact and opinion, identify propaganda and persuasion, predict plausible outcomes from a written passage, identify explicit and implicit cause and effect in written passages, and identify the author's point of view in written passages. The third section contains lessons for a research paper project and an example of a model research paper, while the fourth and fifth sections provide lessons to improve composition and practical writing skills, including organizing paragraphs, correction marks, applications and forms, and business and personal letters. Appendixes in the fifth section include examples of forms and letters. (HTH)

Business & Economics Committee, 1983 APME Report.
Associated Press Managing Editors.
PUB DATE- Nov 83
NOTE- 35p.; Report issued at the Annual Convention of the Associated Press Managing Editors (Louisville, KY, November 1983).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- *Business; *Economics; Journalism; Legal Problems; *Newspapers; *News Reporting; *News Writing; Press Opinion
IDENTIFIERS- *Business News

Focusing on economic and business issues that affect the press and on topics related to the coverage of business and economic news, this booklet begins with two articles by Robert Burdick about understanding opinions of newspaper managing editors and media coverage of the Manville Corporation's bankruptcy petition. The third article, by Mark Mathes, explains how business editors can start their own business barometers, while the fourth article, by Mathes and Robert E. Franken, describes projects involving business enterprises that can make the business section more interesting. The fifth article, by David L. Beal and Michael Grimaldi, discusses analyzing security analysts, and the next two articles, both by David L. Playford, examine the handling of weekend stock tables and changes made in the financial section of the "Atlanta Constitution." The next article, by Joe Fenley, Robert McAleer, and Joe Worley, discusses getting local ideas from national stories. This is followed by a discussion by Thomas Nielson of the business news needs and wants of afternoon newspaper readers. The next two articles, both by Rosalie Carroll, tell how to build a business library and what it costs. Then Robert Pearman tells how editors rate syndicated business columns. The last article contains a critique by Joe Worley and a countercritique by Kent F. Kilpatrick concerning coverage of income tax matters. (EL)

ED 261 376 CS 209 236

Dixon, Kathleen G.

On Not Teaching Sentences and Paragraphs.

PUB DATE- Apr 85
NOTE- 15p.; Paper presented at the Annual Meeting of the Northwest Regional Conference of the National Council of Teachers of English (Seattle, WA, April 25-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Basic Skills; Educational Philosophy; Educational Theories; *Expository Writing; Higher Education; *Paragraph Composition; *Sentence Structure; *Teaching Methods; Writing (Composition); Writing Improvement; *Writing Instruction; *Writing Skills
IDENTIFIERS- *Basic Writing

To show the shortcomings of concentrating on the teaching of sentences and paragraphs in basic writing courses, this paper points out problems encountered by one teacher who attempted to use that approach. The paper describes how the teacher discovered that teaching the rules and concepts of grammar and writing stifles students' creativity, intellectual exploration and development, and attempts at demanding college-level work, while encouraging a belief in rules and definitions. The solutions presented in the paper for teaching writing effectively involve fostering free writing, classroom discussion, and assignments requiring using the native ordering power of students' minds. Concluding with an expression of faith in the abilities of basic writing students (as opposed to the pervasive belief in their organizational deficiencies), the paper states that to teach sentences and paragraphs is to give students the wrong impressions of what they can do and of what writing is all about. (EL)

ED 261 377 CS 209 238

Hunt, Maurice

Christensen Revamped: The Rhetorical Sentence as a Model of the Writing Process.

PUB DATE- Mar 85
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (36th, Minneapolis, MN, March 21-23, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Grammar; Higher Education; *Models; *Paragraph Composition; *Rhetoric; *Sentence Structure; Teaching Methods; *Writing Instruction; *Writing Processes; Writing Skills
IDENTIFIERS- *Christensen (Francis)

A crucial concept in Francis Christensen's principles of writing involves the "addition," which may be construed as any grammatical unit that is not a main clause. Obviously the effect of rhetorical writing derives mainly from the number of additions as well as from their placement and function within the single sentence. By means of addition, students in writing courses, regardless of their different levels, gradually learn to generate complex rhetorical sentences. The student can begin by writing a grammatical sentence upon the blackboard, representing its various additions and main clause by means of a special notation. Then, either independently or with the help of classmates, the student adds or rearranges units in the symbolic notation until everyone agrees that the form of a basic periodic or a mixed sentence, for example, is attained. With the formula on the blackboard in front of them, the members of the class can then create another sentence that fulfills the formula. The method in fact becomes a heuristic when a student gradually adds phrases and clauses to a base main clause. More importantly, when taught this new model of the writing process, students realize that whole sentences in the paragraph (and individual paragraphs within a paragraph bloc) often function in the same way as additions to the single sentence, and that paragraphs and even entire essays can be generated according to the same model used for sentences. (HOD)

ED 261 378 CS 209 241

Walker, Laurie
Knowing How and Knowing That: The English Language Arts Curriculum in an Historical Perspective.
PUB DATE- 26 Nov 84
NOTE- 19p.; Paper presented at the Faculty of Education Seminar, University of Lethbridge (Lethbridge, Alberta, Canada, November 26, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; *Educational History; Educational Theories; Elementary Secondary Education; English; *English Curriculum; English Instruction; *Epistemology; Knowledge Level; Language Arts; *Linguistic Theory

A review of the changes in the English elementary and secondary school curricula in Canada from about 1900 reveals two kinds of language knowledge: knowing "how" (knowledge measuring aspects of language performance) and knowing "that" (factual information about language). Until approximately 1900, the belief existed that knowledge about the principles of language was both necessary for proper speaking and writing and helpful for reading. In short, knowing in the "that" sense was useful in the performance of speaking, writing, and reading, which is knowledge in the "how" sense. This distinction between "knowing about" and "knowing that," although an oversimplification, has been addressed by philosophers and epistemologists. In addition, current language arts instruction is not based on a harmonious consensus about what should be taught and how: progressive approaches include an informational component. Emphasis on knowledge about the principles of language (the "that" sense) existed in Canada until a progressive curriculum, adopted in Alberta in 1937, began a major change as an English-as-use curriculum was introduced. (EL)

ED 261 379 CS 209 245

Ames, Nancy H.

Major Differences between Product and Process Approaches to Composition: Topic Choice, Revision, and the Writing Conference.

PUB DATE- May 85
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Environment; Comparative Analysis; Curriculum Development; Educational Trends; Elementary Secondary Education; Revision (Written Composition); Teacher Student Relationship; *Teaching Methods; *Writing Instruction; *Writing Processes; *Writing Research
IDENTIFIERS- Teacher Student Conferences; Topic Selection

Defining the "product" approach to composition as that which emphasizes the finished product over the steps that led up to completion, and the "process" approach as that which emphasizes the recursive steps that lead to the final product, this paper compares these two approaches to composition instruction. The first section provides a rationale that explores the shift from product to process oriented instruction, a definition of terms, and the intent of the comparison. The second section presents the comparison, introducing the general differences. This section explores the importance of process over product, the naturalistic learning environment, and the relative importance of writing within the curriculum, all of which characterize the process approach. In addition, this section examines the three principle differences between the process and product approaches--specifically topic choice, revisions, and writing conferences between teacher and student. The third section presents conclusions drawn from this comparision, particularly the implication that teachers must approach writing with the same naturalistic approach they take with children who are learning to talk, and the suggestion that research should be undertaken to determine just how widely the process approach is being used in the classroom. A three page list of references concludes the paper. (HTH)

ED 261 380 CS 209 246

Quattrini, Joe
Creating Talented Writers.
PUB DATE- 84
NOTE- 17p.; Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Expository Writing; Secondary Education; *Teaching Methods; *Writing (Composition); Writing Improvement; *Writing Instruction; Writing Processes; *Writing Skills

Teachers can create talented writers in their classrooms by designing a course in which students are given the tools and the techniques they need to develop their talents. Writers need (1) an overview of the writing processes, which includes choices about language purposes, register (such as formal, informal, or casual), patterns of organization, methods of development, topic sentence placement, patterns of sentences, and transitions and unifiers; (2) a planning device, such as a planning bank, which allows the writer to keep track of the choices and the resultant text on a single page; and (3) an evaluation guide, which provides specific criteria for evaluating the work in all stages of development. In addition, teachers can create assignments that require writers to accomplish real communication purposes, adopt various roles as writers, and appeal to different levels of audience. They can also ask students to use a number of patterns of communication as whole-work organizers and to write a number of sentence forms to accomplish different purposes within works. (EL)

ED 261 381 CS 209 247

McKenzie, Hope Bussey
Litera Scripta Manet--The Written Word Endures.
PUB DATE- 82
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Cultural Influences; Diachronic Linguistics; Higher Education; Latin; Literary Devices; *Literary History; Literature; *Medieval History; Old English; *Old English Literature; Poetry; Writing (Composition)
IDENTIFIERS- Alcuin; Aldhelm; Bede

Intended for college students and teachers of English literature, this paper examines the lives and works of three great medieval Anglo-Saxon priestly scholars whose Latin writings have preserved the Anglo-Saxon roots of the English language. The paper first describes the works of Aldhelm, born in 650 A.D., whose poetry was not in the Latin qualitative tradition but rather betrayed Aldhelm's origins with its many riddles and transference of alliteration and violent imagery from his native poetry into Latin. The paper explores the various literary devices from the English tradition that Aldhelm incorporated into both his writings and his sermons. Next, the paper describes the works of the Venerable Bede, who was born in 672, and in whose view of poetry imagery and poetic devices were worthless if they did not further Christian faith. Among Bede's works mentioned in the paper are an ecclesiastical history of the Angles, and an example of Northumbrian dialect and poetics. Finally, the paper discusses the works of Alcuin, who in 781 joined Charlemagne's effort to revive learning and civilized living in Western Europe. The paper observes that Alcuin emulated Bede's works in that his writings extolled virtue, knowledge, truth, and love of good as precious for their own sakes, whatever the religion of the one who values them, and he stated that learning should be used to light one's way to God. (HTH)

ED 261 382 CS 209 248

McKenzie, Hope Bussey
A View from the Sea-cliff.

PUB DATE- 78
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Diachronic Linguistics; Figurative Language; Folk Culture; *Imagery; Language Styles; Language Usage; *Literary Devices; *Literary History; *Old English; *Old English Literature; *Poetry
IDENTIFIERS- *Beowulf

Intended for college teachers and students of Anglo-Saxon literature, this paper provides an overview of the sophisticated poetic devices used by the "Beowulf" poet. The paper examines how old English words for color range in hues in a way that modern English words do not, and how these words for color are used in "Beowulf." The paper also explores the Anglo-Saxon "kennings"--formulaic expressions of ideas by means of conventional terms, such as "sea horse" for ship--found in the poem. A third device that the papcr explores is the interlocking of grammatical structures, or interlace, characteristic of the oral traditicn from which "Beowulf" originated. (HTH)

ED 261 383 CS 209 249

McKenzie, Hope Bussey
The Practical Antiquarian.
PUB DATE- 17 Dec 84
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Bibliographies; European History; Higher Education; *Literary History; Literature Appreciation; *Poetry; *Victorian Literature; Writing for Publication
IDENTIFIERS- *Browning (Robert); Ring and the Book (The)

Intended for college teachers and students of English literature and bibliography, this paper presents a chronology of Victorian poet Robert Browning's life as he wrote the four-volume "murder poem," "The Ring and the Book." The paper begins with Browning's discovery in a Florentine bookstall of "the old yellow book," a collection of pamphlets detailing a famous Roman murder trial from 150 years earlier. The paper then details the personal and professional obstacles Browning encountered until the publication nine years later of the final two volumes of the poem that the "old yellow book" inspired. The paper includes a list of the 18 pamphlets in the "old yellow book," and the publisher's production notes. (HTH)

ED 261 384 CS 209 250

Selfe, Cynthia L.; Wahlstrom, Billie J.
An Emerging Rhetoric of Collaboration: Computers, Collaboration, and the Composing Process.
PUB DATE- 1 Oct 85
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Assisted Instruction; *Cooperation; Higher Education; Humanities; *Interpersonal Communication; *Interpersonal Relationship; Microcomputers; *Teacher Student Relationship; *Word Processing; *Writing (Composition); Writing Processes
IDENTIFIERS- *Collaborative Writing

A study was conducted to explore how microcomputers had affected the collaborative writing and communication habits of 11 teachers and 16 students at a midwestern technological university. Informal observations made after the computers were placed in faculty workspaces and later in a computer lab led to a more formal survey of teachers and students and to follow-up interviews. The results of the observations, surveys, and interviews indicated that increased use of computers for composing in the humanities department had intensified collaborative writing habits among the students and faculty in three ways: (1) by bringing faculty and students together in communal writing spaces, (2) by encouraging faculty to establish new patterns of sharing information about writing, and (3) by altering the social patterns that controlled the exchange of written copy. Teachers reported increasing their rate of communication with other writers when they composed on computers in the communal workspaces rather than with pen and paper in an isolated setting. Both teachers and students indicated that traditional boundaries existing between the two groups began to break down in the computer labs, although some respondents did not see this as a positive development. Because of the public nature of writing, students and faculty appeared to be developing an etiquette, specifically designed for communal writing spaces, that included rules about greeting other users, looking at someone else's screen copy, and locating oneself physically in relation to other writers composing on computers. (Tables of data are included.) (HTH)

DOCUMENT RESUME

ED 261 385 CS 209 254

Soderston, Candace
An Evaluative and Prescriptive Look at Graphics Research.
PUB DATE- May 83
NOTE- 5p.; In: Proceedings of the International Technical Communication Conference (30th, St. Louis, MO, May 1-4, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Evaluation Methods; *Graphic Arts; *Research; Research Design; Researchers; *Research Methodology; *Research Needs; *Research Problems; Research Reports; Research Skills

Graphics research history shows that some topics have been studied heavily while others have been almost entirely neglected. Furthermore, researchers have used many different methods of defining and measuring effects such as legibility and comprehension, and this, together with vagueness in reporting, makes it difficult to compare studies and draw reasonable conclusions. Current research is needed to validate past studies and to bring to light reader reactions. This current research should (1) be user and task specific; (2) study interaction effects and optimum concentrations; (3) employ prolonged periods of time and lengthy passages; (4) study the interaction of familiarity with the effectiveness of a device; (5) focus on the gaps in existing research, such as paper, ink, binding, color, and illustrations; (6) report clearly how the research is conducted, what is measured, and what is found (statistical results); and (7) show which methods measure which attributes most effectively. (Author/DF)

ED 261 386 CS 209 255

Soderston, Candace

The Usability Edit: A New Level.
PUB DATE- 85
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Audience Analysis; Communication Research; *Editing; Evaluation Methods; Publications; *Readability; Reading Research; *Technical Writing; Use Studies
IDENTIFIERS- IBM Corporation; *Usability Edit

To assess the context in which information is presented to readers and to know what demands information being presented makes of an audience, IBM designed three procedures to help gather such material. First, customer sites are visited to interview representatives from the intended audience and see the environments in which the information will be used. Second, task analyses for new products and functions are performed before a single word is written. Third, interim drafts of manuals are tested on subjects who are similar to the target audience. This last procedure should incorporate a usability edit, not at the end of the writing effort but throughout the writing cycle. In usability edits and tests in the IBM Human Factors Laboratory, volunteer subjects are presented with a task, the written material, and the system. Subjects are left alone but are watched from behind a one-way glass as they verbalize their way through the process. Results have shown that subjects experienced gaps and ambiguities even though the written material had gone through numerous technical reviews. Readability, then, is not only an attribute of the text but also a function of the interaction between reader and text. Usability edits may eliminate confusion and ambiguity in texts. (DF)

ED 261 387 CS 209 258

Kaufer, David S.; And Others
Revising Medical Consent Forms: An Empirical Model and Test. CDC Technical Report No. 2.
Carnegie-Mellon Univ., Pittsburgh, PA. Communications Design Center.
REPORT NO.- CDC-TR-2
PUB DATE- Sep 83
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Journal Articles (080)
DESCRIPTORS- Business Communication; Business English; Communication Skills; Language Usage; *Medical Services; *Models; *Physician Patient Relationship; *Readability; *Records (Forms); Revision (Written Composition); *Technical Writing; Writing Improvement
IDENTIFIERS- Language Simplification; *Medical Consent Forms

Noting that medical consent forms traditionally have been so full of medical and legal jargon that they have been impossible for even the educated layperson to understand, this paper presents a model for revising medical consent forms to make them more comprehensible. After describing the model, the paper explains each step involved in using it, and gives examples of consent forms that have been revised accordingly. In addition, the paper shows the revision of a specific form and how it was tested for readability through readability formulas, computer-based text evaluation programs, and user tests. (EL)

Kaufer, David S.; Steinberg, Erwin R.
On Revising Noun Compounds: Four Tests. CDC Technical Report No. 5.
Carnegie-Mellon Univ., Pittsburgh, PA. Communications Design Center.
PUB DATE- Mar 85
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Audience Analysis; English; Evaluation Criteria; Language Styles; *Language Usage; Nouns; Reader Response; *Revision (Written Composition); Structural Analysis (Linguistics); *Technical Writing; Writing Evaluation; *Writing for Publication; Writing Improvement; Writing Skills
IDENTIFIERS- *Audience Awareness; *Noun Compounds; Writing Style

Many influential style guides endorse the stylistic prescription that writers, particularly technical writers, should revise noun compounds into phrasal or clausal paraphrases. While the prescription is well-intentioned, it fails to take into account that a reader's comprehension of compounds, whether long or short, is a complex process dependent upon that reader's prior knowledge. In addition, the prescription ignores the fact that what retards one reader's comprehension of a compound may not retard--and might even facilitate--the comprehension of another. Therefore, in making their decisions about whether to use or revise noun compounds, writers must consider the intended reader. To help in this effort, they should apply four tests that order the decision criteria into a heuristic. Applied in order, the tests require the writer to determine if a compound (1) falls within a intended reader's general, technical, or idiomatic knowledge; (2) functions as a common, easily understood way of expressing an idea; (3) presents ideas efficiently; and (4) is stylistically efficacious. If the compound survives all four tests, it should remain intact; if it fails even one, it should be revised. The four tests form the basis of a theory of prescriptive style, but not a theory of comprehension. Theories of how readers understand noun compounds can lead writers to produce even more specific heuristics for using and revising them. (FL)

ED 261 389 CS 209 260

Steinberg, Erwin R.
A Program for Improving Documentation. CDC Technical Report No. 6.
Carnegie-Mellon Univ., Pittsburgh, PA. Communications Design Center.
REPORT NO.- CDC-TR-6
PUB DATE- Mar 85
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business; Business Communication; Business English; Communication Skills; *Guides; *Language Usage; *Material Development; *Program Content; Program Descriptions; *Technical Writing; Training Methods
IDENTIFIERS- Language Simplification; *Program Review

A program for improving documentation at the systems division at Allen-Bradley is sketched in this paper. Following introductory material about starting the program, the paper outlines the two main projects that were involved: (1) a management study of the Allen-Bradley manual writing process, which addressed problems with the content and presentation of information in company manuals, training of technical writers, enforcement of the company's document tracking and style guidelines, and needed critical documentation; and (2) a "Handbook for Manual Writers" with chapters on planning the manual, audience analysis, composing the draft, designing the layout and graphics, testing by user edits, writing and editing, and standards of usage and style. In addition, the paper discusses briefly the style guidelines for vendors, quality control, and the seal of the Communications Design Center. (EL)

ED 261 390 CS 209 262

Steinberg, Erwin R.
A Pox on Pithy Prescriptions. CDC Technical Report No. 9.
Carnegie-Mellon Univ., Pittsburgh, PA. Communications Design Center.
REPORT NO.- CDC-TR-9
PUB DATE- Mar 85
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Content Analysis; Expository Writing; Generalization; Higher Education; Language Usage; *Readability; *Sentence Structure; Technical Writing; Writing (Composition); *Writing Improvement; *Writing Instruction; *Writing Skills

Intended for writing teachers, this paper shows how "pithy prescriptions" for writing, such as "use definite, specific, concrete language," can be misleading or wrong. To support this thesis, the paper examines a technical writing book advocating short sentences and finds that it has sentences averaging 27.8 words in one section and 30.18 in another. It then discusses the problems posed by short, precise sentences including the choppy style they produce, which is not always suited to the education level of the audience, and the fact that they cause the reader to move more slowly in order to establish the necessary relationships between ideas. The paper states that teachers can learn two lessons from the analysis: (1) stop recommending that people write short sentences (because "short sentences" means different things to different people and because good writing does not necessarily use short sentences), and (2) beware of pithy prescriptions (because the real situation may require a more complex explanation). (EL)

ED 261 391 CS 209 263

Stein, Mark J.; And Others

Audience Analysis for "The Making, Shaping and Treating of Steel": A Pilot Study. Final Report Presented to United States Steel and the Association of Iron and Steel Engineers. CDC Technical Report No. 10.

REPORT NO.- CDC-TR-10

PUB DATE- Oct 84

NOTE- 54p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Audience Analysis; Audiences; Content Analysis; Information Retrieval; *Layout (Publications); Metal Industry; *Reader Response; *Reference Materials; Textbook Preparation; Textbook Research; Textbooks; *Textbook Standards; *User Satisfaction (Information); Use Studies

Prompted by the realization that a reference text presents special problems in audience address since there is typically a diverse set of users, a study was designed to provide preliminary data on the use of the reference text, "The Making, Shaping and Treating of Steel," a landmark book in the steel industry. Data on the use of the text were collected through interviews, requiring approximately one hour, with a sample of 19 users of the text from various segments of the industry. Questions were divided into four categories: (1) background questions involving relevant characteristics of the respondents, edition of the book used, and number of years used; (2) questions of last usage; (3) questions of general use; and (4) problems and suggestions for improvement. Results indicated that the text was considered by most users as the reference of first resort to which they turned for information, and its scope was viewed as comprehensive. However, respondents did complain that the book did not provide them with follow-up resources--more detailed or alternative presentations. On a scale of 1 to 5 (1=very good, very useful; 5=throw it out of the window), the readers rated the book at an average of 1.8, which indicates there are ways to improve the text. In fact, respondents offered 13 recommendations for improvement. (HOD)

ED 261 392 CS 209 269

Jenkins, Rhonda; And Others

Personal Development Programs: An Introduction. Primary English Notes (P.E.N.) 48.

Primary English Teaching Association, Rozelle (Australia).
PUB DATE- Oct 84
NOTE- 10p.; Photographs may not reproduce well.
AVAILABLE FROM- Primary English Teaching Association, P.O. Box 167, Rozelle, New South Wales 2039, Australia (Australian dollar: $1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Communication; Communication Skills; Elementary Education; *Individual Development; *Integrated Activities; Parent Role; Program Content; Program Development; *Self Esteem; *Sex Education; *Speech Communication; *Teaching Methods

Noting that many elementary schools are introducing personal development programs into the curriculum, this newsletter focuses on a number of issues related to such programs. Various sections of the newsletter (1) define personal development for both teachers and parents; (2) present practical ideas and teaching strategies for programs in two selected, representative areas--self esteem and communication; (3) suggest guidelines for implementing sex education programs; and (4) provide an example of an integrated unit that has personal development as its core. (HOD)

ED 261 393   CS 209 281

Geller, Linda Gibson
Wordplay and Language Learning for Children.
National Council of Teachers of English, Urbana, Ill.
REPORT NO.- ISBN-0-8141-5821-8
PUB DATE- 85
NOTE- 102p.
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 58218, $7.50 member, $9.75 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Books (010)
DESCRIPTORS- *Educational Games; Elementary Education; *Expressive Language; Humor; *Language Acquisition; Language Fluency; Language Usage; *Learning Activities; *Play; Poetry; Preschool Education; Verbal Development
IDENTIFIERS- *Word Games

The connections among language learning, language education, and children's wordplay are explored in this book. Each chapter examines some aspect of the interrelations between wordplay activities and the goals of language education. The book is divided into three sections, with the first section exploring wordplay and language learning in the nursery years. It not only describes preschoolers' play with sound and the relation of such play to the task of mastering speech sounds, but it also describes how three-year-olds repeat and create language with a lilt. The second section describes wordplay and language learning during the ages of five to seven and includes jokes, riddles, and the poetic resources of language. The third section, dealing with the middle elementary years, discusses the three types of teaching/learning experiences for exploring wordplay: appreciation through the exploration of verbal play literature, creation through the presentation of opportunities to play with particular forms, and articulation through the raising of questions regarding patterns of play. Types of play described in this section include introducing confusion in communication by using words and phrases sounding the same as or similar to other words, using metaphors, creating riddles, constructing humorous verse (such as puns and limmericks), and engaging in parody play. The concluding section discusses times for play. (EL)

ED 261 394 CS 209 282

Myers, Miles
The Teacher-Researcher: How to Study Writing in the Classroom.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-0-8141-5012-8
PUB DATE- 85
NOTE- 177p.; For a related document, see ED 193 676.
CONTRACT- 400-83-0025
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 50128, $10.00 member, $13.00 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Action Research; *Classroom Research; Educational Research; Elementary School Teachers; Elementary Secondary Education; Research Methodology; Secondary School Teachers; Teaching Methods; *Writing Evaluation; Writing Instruction; *Writing Processes; *Writing Research
IDENTIFIERS- *Teacher Researchers

Written for teachers who want introductions to conducting school assessments and to studying features of writing, this book is intended (1) to provide ways for teachers to analyze writing samples and the writing process for school or program assessment, and (2) to promote the development of teacher research among kindergarten through grade 12 teachers by providing examples of different ways teachers can study writing in their classrooms. The first chapter presents an overview of procedures in teacher research. The next four chapters introduce various theoretical frameworks within which researchers have been working, with each chapter discussing a different level of analysis--syntax, text, information processing, and social context. The final chapter focuses on errors, teaching practices, and student attitudes toward writing. Appendixes contain information on the results of teacher research, evaluation designs for practitioners, sampling and statistical tests, and using expressive writing to teach biology. (EL)

ED 261 395 CS 209 285

Dobrin, David N.
Limitations on the Use of Computers in Composition.
PUB DATE- Mar 85
NOTE- 35p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (36th, Minneapolis, MN, March 21-23, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software; Elementary Secondary Education; Higher Education; *Word Processing; Writing Evaluation; Writing Improvement; *Writing Instruction
IDENTIFIERS- *Software Evaluation; *Text Editing

Noting that composition teachers would like computers in order to facilitate the mechanics of writing, analyze text, and correct problems, this paper argues that classroom computer applications are limited because computers cannot analyze text the way a reader would. The paper first posits that readers look at text in terms of semantics and content while computers look at text in terms of syntax and form. It then illustrates this point by comparing spelling check programs with text analysis programs. It describes the three analysis programs--DICTION and STYLE, by Bell Labs, and the more powerful EPISTLE by IBM--and how they function, and provides output from the first two programs using the document to illustrate that the analysis is more or less useless to the writer. The paper then discusses the possibilities that text analyzers can be made better, observing that the writer must be skilled in sorting through inaccurate output in order for the output to be of any use, and that those without such skills may be damaged as much as helped by such programs. The paper concludes with the observation that programs can be made more accurate, but that a more worthy goal would be better on-line editors, better systems for communication, and better word processors. (HTH)

ED 261 396 CS 209 288

Reece, Shelley C.

Of Coolies, Rickshaws, and Part-Time Teachers.

PUB DATE- Mar 84
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (35th, New York City, NY, March 29-31, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Employment Problems; Job Satisfaction; Nontenured Faculty; *Part Time Employment; *Part Time Faculty; *Teacher Employment; *Teacher Employment Benefits; Work Environment

Over the last sixteen years, part-time teachers have become the coolies, or the burden bearers of the academic community. Used mostly to teach lower-level basic classes, they have increased in number from 36,420 in 1968 to 330,000 in 1985. Research about part timers began in the late 1970s with Howard Tuckman, who tried to find systematic and comprehensive ways of classifying the group. Since that time some research has been done; but while part timers have begun to have an identity nationally, they still have no documented past and no careful guide to policymaking for the future. Policy decisions that have affected part timers include the 1972 Carnegie Commission on Higher Education's report, which indicated that in order for institutions to maintain budgetary flexibility and to reduce the expenditures in higher education by 20% in the 1970s, they needed to hire part-time faculty. Future policymaking for part timers may include unionization and more humane planning. Issues needing to be addressed include pay and benefits; security rights, including responsibility and authority; enfranchisement in governance; and procedural rules for the resolution of disagreements. (EL)

ED 261 397 CS 209 289

Shugert, Diane P., Ed.; And Others
Rationales for Commonly "Challenged" Taught Books.
Connecticut Council of Teachers of English.
PUB DATE- 83
NOTE- 145p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adolescent Literature; *Censorship; *English Instruction; Freedom of Speech; Guidelines; *Literature Appreciation; *Novels; *Reading Material Selection; School Role; Secondary Education; *Teacher Role

Intended for teachers, this focused journal issue contains separate rationales for teaching books that have been challenged as appropriate instructional materials. Following a discussion of the purpose for rationales and suggestions for using them, the journal presents rationales for teaching the following books: "To Kill a Mockingbird," "The Diary of a Young Girl," "The Grapes of Wrath," "Catcher in the Rye," "The Good Earth," "Slaughterhouse-Five," "Huckleberry Finn," "Nineteen Eighty-four," "Lord of the Flies," "The Scarlet Letter," "A Day in the Life of Ivan Denisovich," "Ethan Frome," "Brave New World," "A Separate Peace," "Of Mice and Men," "Animal Farm," "A Farewell to Arms," "The Learning Tree," "Ordinary People," "Flowers for Algernon," "The Chocolate War," "Go Ask Alice," "The Pigman," "The Outsiders," and "A Day No Pigs Would Die." In addition, the journal contains articles about using best sellers in the classroom, defending adolescent literature, selecting textbooks for classroom instruction, teaching challenged books in a psychiatric school setting, and challenged books in England. Appendixes contain a list of resource materials on censorship, the names and addresses of organizations that oppose censorship, and copies of the New England Association of Teachers of English rationales for teaching several additional books, the National Council of Teachers of English statement of censorship and professional guidelines, a Connecticut policy on academic freedom and public education, and a completion form for a rationale. (EL)

ED 261 398 CS 209 292

Read, Donna J.; Smith, Henrietta M.
Wordless History Books--An Interdisciplinary Approach to Teaching Upper Elementary Students.
PUB DATE- 82
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Appreciation; Elementary Secondary Education; European History; History Instruction; Integrated Activities; *Interdisciplinary Approach; *Language Arts; Learning Activities; *Picture Books; Reading Instruction; *Reading Materials; *Social Studies; *Visual Literacy
IDENTIFIERS- *Edwardian Era

The picture books in John Goodall's "Edwardian Series" can enrich the curriculum materials of the upper elementary social studies, reading, language arts, or art instructor. The books in the series are more than artistically correct--they also envelop history in warmth and humor. The books range from the earliest to the most recent: "An Edwardian Summer," "An Edwardian Christmas," "An Edwardian Holiday," "An Edwardian Season," and "Edwardian Entertainments." The pattern of Goodall's life is reflected in his pictorial biography and in the details of the activities portrayed throughout the series. The authentic historical detail and artistic talent represented by Goodall epitomizes a wealth of information that teachers can use to encourage students to strengthen their visual literacy skills and at the same time learn about history in an enjoyable manner. (The paper includes a brief biographical sketch of Goodall, an historical note on the Edwardian Era, descriptions of the books, and suggested uses of the books in the classroom.) (HOD)

ED 261 399 CS 209 294

Florio-Ruane, Susan; Dunn, Saundra
Teaching Writing: Some Perennial Questions and Some Possible Answers. Occasional Paper No. 85.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jul 85
NOTE- 63p.
CONTRACT- 400-81-0014
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michingan State University, 252 Erickson Hall, East Lansing, MI 48824 ($5.50).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Classroom Communication; *Classroom Environment; *Computer Assisted Instruction; Educational Improvement; Elementary Secondary Education; English Curriculum; *Teacher Role; *Writing Instruction; *Writing Research

Based on the premise that writing research will be useful to educators only to the extent that it offers them conceptual tools to use in framing and solving their own problems, this paper reviews studies that address educators' perennial concerns about writing instruction. Among the questions addressed in the paper are those concerning (1) the current status of writing instruction, (2) the difficulty of improving writing instruction, (3) what research says about writing instruction, (4) who is studying writing, (5) what researchers have learned, (6) what teachers know about the classroom as an environment for writing, (7) the uses of language in the classroom, (8) how classroom communication is related to learning, (9) the teachers' role in writing instruction and how they influence their students' writing, (10) the alternative roles teachers can play in writing instruction, (11) what lies ahead for writing instruction, (12) how computers are used in educational settings, and (13) how educators participate in using computers in the classroom. The paper concludes with an annotated list of 14 titles on writing instruction, theory and research, curriculum, and special needs of students, and a list of special issues of journals dealing with writing instruction. (HOD)

DOCUMENT RESUME

ED 261 400 CS 209 319

Morine-Dershimer, Greta
Talking, Listening, and Learning in Elementary Classrooms. Research on Teaching Monographs Series.
REPORT NO.- ISBN-0-582-28479-1
PUB DATE- 85
NOTE- 248p.
AVAILABLE FROM- Longman, Inc., 95 Church St., White Plains, NY 10601 ($29.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Communication; *Classroom Observation Techniques; *Communication Research; *Communication Skills; Elementary Education; Interpersonal Competence; Language Research; *Language Usage; Play; Social Influences; *Sociolinguistics; Student Behavior; Teacher Behavior

The study reported in this monograph represents two years of data collection designed to explore the social meaning of language in naturalistic classroom settings. The first part of the book presents the framework within which the study was carried out. The first chapter explicates the framework provided by prior research on classroom language, while the second describes the design of the study as it took shape within that framework. The second part of the book presents both additional information on procedures used for data collection and analysis in each separate piece of the study and the findings. Among the topics discussed in these chapters are the meaning of language at home, at play, and at school; classroom differences in language use and language meaning; the interpretation of student attention and participation in discussions; the relationships of student status variables and classroom language factors to success; and student language in play settings. The final part of the book considers possible meanings of the study's results for researchers and for classroom teachers. (HOD)

ED 261 401 CS 209 322

Language Arts. DS Manual 2420.1.
Dependents Schools (DOD), Washington, D.C.
REPORT NO.- DS-Manual-2420.1
PUB DATE- Nov 84
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; *English Instruction; Language Arts; Language Skills; *Literature Appreciation; Speech Communication; *Speech Instruction; Speech Skills; *Standard Spoken Usage; *Student Educational Objectives; Verbal Communication; *Writing Instruction; Writing Skills

Intended as a guideline for English language learning and teaching and emphasizing individualized instruction, this booklet contains objectives for language arts. Objectives in the booklet--general, program, instructional, and enabling--are identified by a numbering code and organized according to the general objectives: (1) to appreciate the need to comprehend spoken standard American English, (2) to appreciate the value of speech, (3) to appreciate literature as a significant and rewarding human activity, and (4) to write standard American English for a variety of purposes. Program, instructional, and enabling objectives, categorized in the booklet according to the general objectives, present suggestions for learning activities, specific skills on which to focus, and a chart indicating grade levels from kindergarten through grade 12 for the objectives. (EL)

ED 261 402 CS 209 324

Cheek, Madelon
Technical Writing Resources. A Handbook for Engineering and Technology Faculty at Purdue.
Purdue Research Foundation, Lafayette, Ind.
PUB DATE- 84
NOTE- 40p.; Funding for this publication was provided by grants from Conoco Oil Company and Honeywell Corporation.
AVAILABLE FROM- P. Jessie, Writing Lab, English Department, Purdue University, West Lafayette, IN 47907 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Computer Assisted Instruction; *Content Area Writing; *Course Content; Faculty Handbooks; Higher Education; *Resources; *Teacher Role; *Technical Writing; Writing Evaluation; Writing Improvement; *Writing Instruction; Writing Skills

Ideas for technical writing assistance and resources that are available to Purdue University faculty who incorporate a writing component into their courses are presented in this guide. Following an introduction containing the purpose, background, and scope of the guide, three main topics and their subtopics form the guide's structure: (1) "Instructional Assistance" presents guidelines for developing technical writing assignments, suggestions for evaluating student papers, and standards and specifications for good technical report writing; (2) "Writing Lab Assistance" discusses teaching help, consulting help, and instructional materials in composition that the writing laboratory makes available to faculty and students; (3) "Computer Aided Assistance" describes word processing and text editing, and gives a digest and an evaluation of the Writer's Workbench program. Appendixes include information on technical writing style, report formulas, and illustrations. (EL)

ED 261 403 CS 209 326

Shakespeare, William O.
Achieving the Ideal Writing Center by Establishing the Role of the Writing Center within the College or University.
PUB DATE- Apr 85
NOTE- 16p.; Paper presented at the Annual Meeting of the Southeastern Writing Center Association (5th, Atlanta, GA, April 18-20, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; Peer Teaching; Program Administration; *Program Development; Program Evaluation; *Program Implementation; *Tutors; Writing (Composition); Writing Evaluation; Writing Improvement; *Writing Instruction; *Writing Laboratories

Although to speak of achieving the ideal writing center is to entertain a most romantic notion, there are steps that can be taken to improve the quality of a college or university writing center. The mission of the writing center, which may vary from school to school, must be clearly established. The organization of the center should be examined. The simpler the internal organizational structure of the writing center, the more smoothly and efficiently it will operate. Thus, one administrator, mature and well-prepared tutors, and adequate financial compensation will create a more effective center. Appropriate facilities and tutorial materials as well as computers, must also be examined. One final factor to consider is the responsibility of the faculty to the writing center. Ultimately, the mission of the writing center should be understood: to teach students writing skills. (DF)

ED 261 404 CS 209 327

MacDonald, Susan Peck
Problem Definition in English Department and Other Academic Writing.
PUB DATE- Mar 85
NOTE- 33p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (36th, Minneapolis, MN, March 21-23, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Content Area Writing; *Difficulty Level; Higher Education; *Interpretive Skills; *Literary Criticism; *Problem Solving; Writing Instruction; *Writing Processes; Writing Skills
IDENTIFIERS- *Scholarly Writing; Science Writing

Academic writing is distinguished by its being a problem solving activity, no matter how tentative the solutions. In this regard, writing about literature is a form of academic writing that shares the same assumptions as other academic writing. The problem solving activity of the literary interpreter consists of discovering, preserving, or creating complexity. While the scientist's goal may be to solve or reduce problems, the literary interpreter's goal is to preserve problems, playing with them in such a way as to preserve the importance of the text. And, unlike scientific problems that are publicly discernible, limited in number, communal, and generalizable, the problems available to the literary interpreter are comparatively undefined. If there is a continuum within academic writing from defined to undefined problems, future

research on composing needs to examine whether the predefined and well-defined problems of certain kinds of writing alter the nature of the composing process. (HOD)

ED 261 405 CS 209 328

Hubert, Henry A.
Computers and Composition: An Annotated Bibliography.
PUB DATE- Aug 85
NOTE- 115p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Assisted Instruction; *Courseware; Databases; Elementary Secondary Education; Higher Education; *Microcomputers; Reading Instruction; Technological Advancement; *Word Processing; *Writing Instruction
IDENTIFIERS- Electronic Mail; *Freshman Composition

Designed to condense the material in a wide range of articles about computers and composition, this bibliographical review on computer use in composition is preceded by brief discussions of current pedagogical theory on composition instruction and of the directions in which computing in composition appear to be developing. The reviews contain material on composition instruction ranging from elementary school to advanced college composition courses, though the predominant focus is on the use of computers in the teaching of freshman composition. In addition, the reviews cover titles relating to evaluating courseware, computers and classroom management, computers and research databases, computers and reading, word processing in office systems, and the use of electronic mail in a variety of applications. (HOD)

ED 261 406 CS 209 329

Sarles, Christie V., Comp.

The Witch in the Woods & 449 Other Terrific Books for Libraries to Own and Kids to Read.

New Hampshire State Library, Concord.

PUB DATE- 85

NOTE- 97p.; Funding provided by a long-time friend of New Hampshire libraries and by George E. Grimshaw of Peterborough.

AVAILABLE FROM- New Hampshire State Library, 20 Park St., Concord, NH 03301 ($5.00).

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131) Books (010)

DESCRIPTORS- *Adolescent Literature; Annotated Bibliographies; *Childrens Literature; Elementary Secondary Education; *Fiction; *Picture Books; Preschool Education; *Reading Materials; Reference Materials

To support children's librarians in their continuing advocation of reading is the purpose of this annotated bibliography, which lists children's literature ranging from more than a century ago to just a few months before publication. The book begins with a brief selection of titles, for librarians and parents, about choosing books for children and young adults. The book then categorizes titles as follows: (1) picture books, (2) books for grades 1 to 3, (3) books for grades 3 to 5, (4) books for grades 5 to 7, and (5) books for grades 7 to 9. Lists of Caldecott and Newbery award winners are listed separately from the text, with recommended first purchases indicated by an asterisk. An index concludes the book. (EL)

ED 261 407 CS 209 330

Kaleidoscope: Focus on Creative Reading, Writing & Thinking. 1st Edition.

Oklahoma State Dept. of Education, Oklahoma City.

PUB DATE- Jun 85

NOTE- 208p.; Prepared by the Reading Section.

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Class Activities; *Creative Activities; *Creative Thinking; *Creative Writing; Creativity; Elementary Secondary Education; English Instruction; Program Development; Program Implementation; *Student Motivation; Teaching Methods; *Writing Instruction

Intended for teachers who would like to correlate creative writing with creative ideas and activities, this publication presents ideas that will serve as springboards to other creative ideas and activities. Consisting of six main sections, each containing an introduction, the first section of the book presents: a statement of purpose; a discussion of creative writing and teaching writing; an outline of writing stages; a process approach to creative writing; discussion of the role of grammar instruction, motivating reluctant writers, overcoming writer's block, and evaluating student work; and a list of editors' marks. The second section, for grades K-3, contains a message to kindergarten teachers, instructional activities, and a list of pattern/predictable language books. The third section, for grades 4-6, contains activities and ideas, story starters, story endings, and a section on making lists. The fourth section, for grades 7-9, presents activities, ideas and starters, while the fifth section, for Grades 10-12 deals with activities and ideas, journal writing, creative writing connected to literature, and a literary crossword puzzle. The last section discusses bulletin boards and learning centers. Appendixes contain material about brainstorming, "word walls" (such as color, sight, taste, and feeling words), connecting children's literature and creative writing, sources that publish student writing, the Carlson analytical originality scale, a description of a writing practice period, discussion of teacher and writer conferences, ideas for a young authors' conference, 18 rules for good writing, a bibliography, and a list of resources. (EL)

ED 261 408 CS 209 331

Elbow, Peter

Closing My Eyes as I Talk: An Argument Against Audience Awareness.

PUB DATE- Jun 85
NOTE- 21p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (36th, Minneapolis, MN, March 21-23, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Developmental Stages; Higher Education; *Learning Theories; Secondary Education; Teacher Role; Teacher Student Relationship; Teaching Methods; Writing Evaluation; Writing Improvement; *Writing Instruction; *Writing Processes

IDENTIFIERS- *Audience Awareness; Piaget (Jean); Vygotsky (Lev S)

Three arguments are proposed in favor of writing without an audience. The first states that even though ignoring the audience may lead to worse writing at first, it will often lead to better writing in the end. The intimidating nature of the teacher or an unknown as audience supports this. The second argument states that writing without an audience can sometimes lead to better writing immediately. The qualities of effective writing include a lack of self consciousness and total involvement with the topic. The Piagetian and Vygotskian developmental models ("language begins as private" versus "language begins as social") give two different lenses through which to look at a typical weakness in student writing--the tendency to leave so much unexplained and undeveloped--and determine whether this weakness is a failure to connect with the audience or a failure to connect with the self and the issue. The third argument calls into question the assumption that writing that is "audience aware" is more mature than writing that is not. Many professional poets, writers, and philosophers insist that their most serious work is not communication to an audience at all, but rather a commitment to language, reality, logic, and experience. These arguments imply that teachers must (1) help students not only to fit their words to an audience, but also to write in solitude, without dependence on social interchange; and (2) become a special kind of audience for students, one that trusts and supports them without being judgmental. (HTH)

ED 261 409 CS 209 332

Pickett, Nell Ann; Angelo, Faye

Teaching Technical Communication in the Two-Year College: A Status Report.

PUB DATE- Mar 85
NOTE- 16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (36th, Minneapolis, MN, March 21-23, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Curriculum; College Programs; Course Content; Course Objectives; *Enrollment; Higher Education; National Surveys; *School Surveys; *Technical Writing; *Two Year Colleges; Units of Study; Writing Instruction; *Writing Research

To determine the status of the teaching of technical writing in two-year colleges, a survey was conducted of 1,202 two-year institutions in the 50 states. Questions concerned enrollment patterns, number of technical communication courses and teachers, number of years technical communication courses have been offered, prerequisites for courses offered, purpose of the courses, transferability of each, textbooks used, major units of study, and institutional priority of technical communication. Among the major findings were the following: (1) the major units of study were short reports; short papers of process, description, and classification; business correspondence; and job application materials; (2) 79% of the institutions had prerequisites for technical communication in English or in the student's major or in both; (3) 41% permitted technical communication to substitute for one or more required writing courses; (4) 8% of the total student enrollment was enrolled in technical communication; and (5) the most often used textbooks were those by Pickett/Laster, Lannon, and Houp/Pearsall. (HOD)

ED 261 410 CS 209 333

Land, Robert E.
Revision Strategies of Seventh and Eleventh Graders.
PUB DATE- 84
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Age Differences; *Comparative Analysis; Grade 7; Grade 11; *Revision (Written Composition); Secondary Education; *Sentence Structure; Writing Instruction; *Writing Research; *Writing Skills

To determine whether older students make more revisions in their essays, more kinds of revisions, or "bigger" revisions than younger students, a study was made of revisions made by 30 randomly selected seventh grade and 30 randomly selected eleventh grade students. Students were asked to write and revise twice essays in which they described a familiar place. Revisions were then counted and categorized according to linguistic size (sentence level, phrase level, and lexical level) and according to operation (addition, deletion, and reordering). Results did not show an increase across grade levels in the average number of revisions nor an increase in the number of types of revisions students used. Although the frequency and variety of revisions remained constant across grade level, size of revision did not. The eleventh grade students made many more subsentence-level revisions and many fewer sentence-level revisions. The shift from larger to smaller revisions was especially noticeable with addition and deletion revisions. Samples of student revisions are appended. (HOD)

Anderson, Philip M., Ed.
Language in the Classroom.
New England Association of Teachers of English.
PUB DATE- 82
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Communication; *English; *English Instruction; Grammar; Integrated Activities; Language Role; *Language Usage; Language Variation; *Oral Language; Secondary Education; *Teaching Methods; Theory Practice Relationship; Verbal Communication; Writing Instruction

Emphasizing language as both medium and object of instruction, the articles in this focused journal issue promote the interaction of students' language and teachers' language as a means to increased student awareness of, and facility with, language. The first three articles provide a context, methodology, and evaluation framework for language instruction, discussing such topics as the effect of "real-world" language on the insular English classroom, a paradigm for assessing and developing language lessons, and the methodology of grammar instruction. The next two articles are concerned with creative uses of language, intentional and otherwise, by students. These are followed by three articles that speak directly to the issue of oral language as a means (or a hindrance) to proficiency in writing. The final article defends English as an object of study and as a medium of thought. (HOD)

ED 261 412 CS 209 354

Stubbs, Michael
Language and Literacy: The Sociolinguistics of Reading and Writing.
REPORT NO.- ISBN-0-7100-0499-0
PUB DATE- 80
NOTE- 188p.
AVAILABLE FROM- Routledge & Kegan Paul, 9 Park St., Boston, MA 02108 ($12.95 paper).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- Child Language; Cultural Influences; *English; *Language Research; *Linguistic Theory; Literacy; *Oral Language; Phoneme Grapheme Correspondence; *Reading Failure; Reading Skills; Social Attitudes; *Sociolinguistics; Spelling; Teacher Attitudes; Teaching Methods; Writing Skills
IDENTIFIERS- *Reading Speaking Relationship

Intended to provide a basis for a sociolinguistic theory of reading by placing reading within a discussion of the formal and functional characteristics of language use in social settings, this book explores the state of the art of reading and literacy, the relations between spoken and written language, and explanations of reading failure. Chapters in the book discuss the following: (1) the state of the art and some definitions of reading and literacy; (2) the primacy of spoken language and its impact on writing; (3) some principles of English spelling; (4) social pressures on English spelling; (5) the intellectual, administrative and bureaucratic functions of written language in society; (6) transcriptions, orthographies, and accents; and (7) initial literacy and explanations of educational failure, including deprivation theory. The book's final chapter provides a summary of the argument supported in the preceding chapters--that a theory of literacy must be based on the relationship between spoken and written language--and concludes that much research in the past has tended to concentrate on reading as a psychological process but often ignoring the linguistic organization of both written language and writing systems, and ignoring the social purposes of written language and literacy. This chapter also suggests topics for investigation in literacy and classroom practices. Appendixes contain symbols used in transcriptions, and points and manners of articulation, as well as suggestions for further research. (HTH)

ED 261 413 CS 209 357

The Helping Book: Fifth Grade Language Arts. For Parents of ECIA, Chapter 1 Fifth Grade Students. Bulletin 1743.

Louisiana State Dept. of Education, Baton Rouge.

PUB DATE- 85
NOTE- 116p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Alphabetizing Skills; Grade 5; Intermediate Grades; *Learning Activities; Parent Participation; Phonics; *Reading Comprehension; Reading Skills; *Study Skills; *Vocabulary Development; *Word Study Skills; *Writing Skills
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1

Intended for parents of fifth grade children who are participating in Chapter 1 programs, the learning activities in this booklet give children practice with reading and writing. Among the language skills covered are (1) vocabulary in context; (2) phonetic analysis--consonant sounds and letters; (3) structural analysis--root word endings, prefixes, and syllabication; (4) comprehension--story detail, story sequence, main ideas, perceiving conclusions, inferences, and fact and opinion; (5) study skills--alphabetical order and locating information; and (6) writing skills--spelling and language structure. The booklet also provides an answer key for the suggested activities. (HOD)

ED 261 414 CS 209 358

The Helping Book: Fourth Grade. For Parents of ECIA, Chapter 1. Bulletin 1709.

Louisiana State Dept. of Education, Baton Rouge.

PUB DATE- 85

NOTE- 163p.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Alphabetizing Skills; Grade 4; Intermediate Grades; *Learning Activities; Parent Participation; Phonics; *Reading Comprehension; Reading Skills; *Study Skills; *Vocabulary Development; *Word Study Skills; *Writing Skills

IDENTIFIERS- Education Consolidation Improvement Act Chapter 1

Intended for parents of fourth grade children who are participating in Chapter 1 programs that support basic skills education, the learning activities in this booklet give children practice with reading and writing. Among the language skills covered in the activities are (1) vocabulary (in context, synonyms, antonyms, homophones, homographs, pronoun reference), (2) phonetic analysis (three letter blends and vowels followed by "r"), (3) structural analysis (root words, contractions, irregular plurals, possessives, prefixes, and suffixes), (4) comprehension (story details, topic sentences, predicting outcomes, drawing conclusions, cause and effect, inference, fact and opinion, and character traits), (5) study skills (alphabetizing and locating information), and (6) writing skills (spelling and punctuation). The booklet also provides answer keys for the suggested activities. (HOD)

ED 261 415 CS 504 976

Cunningham, Mary Ann; Wilcox, James R.

Nurses' Initially Indirect Influence Attempts with Physicians: Mad, Bad, or Neither?

PUB DATE- Apr 85
NOTE- 34p.; Paper presented at the Annual Meeting of the Central States Speech Association (Indianapolis, IN, April 4-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; *Communication Research; Communication Skills; Influences; *Interpersonal Communication; Interpersonal Competence; *Interpersonal Relationship; *Nurses; *Power Structure; *Speech Communication
IDENTIFIERS- *Nurse Physician Relationship

The research described in this paper concerns nurses' alleged use of an indirect communication style, "The Doctor-Nurse Game," to influence physicians to change an order believed to be inappropriate for the patient. The paper is organized to (1) point out the parallels of the inappropriate order situation with a larger class of problematic, interpersonally sensitive situations; (2) examine the positive and negative functions of indirectness in those situations; and (3) develop a pedagogy for nurses' approaches to the inappropriate order situation that is consistent with a contemporary view of communication competence. The paper argues that the inappropriate-order situation resembles a "bind," where paradoxical demands and face-threat risks make initial indirectness a reasonable response. (Author/HOD)

DOCUMENT RESUME

ED 261 416 CS 504 977

Andersen, Kenneth E.

Developing an Ethical Appreciation in Communication Classes: Pedagogical Techniques.

PUB DATE- Apr 85
NOTE- 31p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Winston-Salem, NC, April 11-14, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Objectives; *Ethical Instruction; *Ethics; Higher Education; *Moral Values; Plagiarism; Resource Materials; Secondary Education; *Speech Communication; *Teaching Methods; *Units of Study

Integrating ethics into a communication course is one means of advancing an understanding of ethical issues. Since textbooks in most instances will not have a substantial coverage of ethical material, the instructor can look for supplementary materials in references such as the bibliography entitled "Ethical Responsibility in Communication" published by the Speech Communication Association. Obviously, the instructor can develop a variety of assignments appropriate to the subject matter that focus on ethical issues. Units may begin with a discussion of the nature of ethical issues and may proceed to a discussion of the nature and requirements of individual ethical codes. Drawing upon the background developed in the unit on ethics, various assignments can ask for appropriate application to course material. However, giving an emphasis to ethical dimensions is not without its perils for the instructor. To the degree that instructors overtly recognize that ethical positions can justifiably be challenged and must be supported through reasoning and argumentation, they must willingly demonstrate adherence to that standard with regard to their own work. (Appendixes provide an outline of unethical communication behaviors, a policy statement concerning plagiarism, and a position statement on ethics in speech communication.) (HOD)

ED 261 417 CS 504 986

Savage, Grant T.
A Critical Theory of Dialogue: A Review and Critique of Habermas' Theory of Universal Pragmatics and Implications for Theories of Decision Making and Negotiation.

PUB DATE- May 85
NOTE- 27p.; Paper presented at the Annual Meeting of the International Communication Association (35th, Honolulu, HI, May 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication (Thought Transfer); *Communication Research; Conflict Resolution; *Decision Making; Group Dynamics; *Interpersonal Communication; Interpersonal Competence; *Models; Speech Communication; Theory Practice Relationship
IDENTIFIERS- Communication Behavior; *Habermas (Jurgen); Theory Development

Intended for researchers and teachers of the small group process, decision making, and negotiation, this paper offers a review and critique of J. Habermas's theory of universal pragmatics. The first section of this paper retraces Habermas's theory, which seeks to free social action from false consciousness (that is, political ideologies) that systematically distort communication. The paper then articulates the eidetic and interpretive structure of dialogue and indicates a set of methodological criteria for critiquing communication. The final secion of the paper: (1) contrasts B. A. Fisher's and L. C. Hawes' interact system model of communication with a critical theory of dialogue, (2) differentiates between a critical theory of dialogue and current models of decision making and negotiation, (3) indicates how a critical theory of dialogue provides new directions for researching decision making and negotiation, and (4) provides several directives for facilitating consensual decision making. (HOD)

ED 261 418 CS 505 005

Valentine, K. B.; Valentine, D. E.
How Culture Is Performed: A Gallegan Paradigm.
PUB DATE- 84
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Communication Research; Cultural Awareness; *Culture; Intercultural Communication; *Interpersonal Communication; Sociocultural Patterns; *Spanish Culture; *Speech Communication

An American family lived for 12 months in the Spanish province of Galicia as participant observers in the daily performance of the cultural roles and rituals of people living in the city of Santiago de Compostela. Since focus was on the performative dimensions of the culture, 38 people were formally interviewed, along with more than 100 on an informal basis, in an effort to discern the meaning that particular social actions have for the participants. The hypothesis was that by tracing the oral performances of a middle-aged Gallegan woman, using a year-long participant-observation methodology, her cultural world would be revealed. Culture, for this study, was defined as a group of people possessing a distinctive way of thinking that is in turn transmitted to the young. Analyses of the data collected show that a stranger can correctly anticipate scenes in which the leading characters place high value on behaving with a deep sense of responsibility to their families; on obeying the moral structures of the community; on being thrifty, hardworking, and practical in order to achieve self-sufficiency; on having some skepticism of authority and things not directly experienced, yet assuming no conflict with the teaching of the Catholic Church; and on exhibiting in public a wide range of emotions from anger to laughter. (The paper contains transcriptions of conversations between the Gallegan woman and the researchers.) (DF)

ED 261 419 CS 505 011

Gordon, Ronald D.
The Search for Multi-Methodological Approaches to Empathic Communication Development.
PUB DATE- 10 Aug 85
NOTE- 19p.; Paper presented at the Conference of the World Communication Association (Honolulu, HI, August 10, 1985).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication (Thought Transfer); Communication Research; *Empathy; *Interpersonal Communication; *Interpersonal Relationship; *Models; Nonverbal Communication; Perspective Taking; *Research Methodology; *Research Needs; Speech Communication; Verbal Communication

As yet there is no comprehensive, systematic, demonstrably effective program for maximizing empathetic communication behaviors. What is needed are theories, concepts, and methods that would provide for such learning. One avenue of approach is to search for models and metaphors that would allow for an encompassing comprehension of empathy and empathic communication--moving away from traditional frameworks that anchor empathic notions on the concept of dialogue. Another avenue of approach is to recognize empathic communication as a multichannel process, involving both verbal and nonverbal messages and cues. A final avenue of approach is to study high empathic communicators to determine what philosophies underlie their empathic behavior, and thereby provide effective role models. Of course these three approaches only scratch the surface of what might be done in the exploration of emphathic communication development. Since it is clear that empathy is a multidimensional cognitive-affective-social macroprocess, nothing less than multimethodological approaches are likely to suffice. (HOD)

ED 261 420 CS 505 016

Kandelman, Harriet A.
Convergent Validity and Work Applications of Communication Apprehension: An Applied Analysis in an Assessment Center Setting.
PUB DATE- May 85
NOTE- 22p.; Paper presented at the Annual Meeting of the International Communication Association (35th, Honolulu, HI, May 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Measures; Assessment Centers (Personnel); *Communication Apprehension; *Communication Research; Communication Skills; Evaluation Criteria; *Measurement Techniques; *Self Disclosure (Individuals); Speech Communication; *Test Validity
IDENTIFIERS- *Personal Report of Communication Apprehension

Concerned with providing managerial assessment centers with oral communication criteria against which communication apprehension may be measured, the convergent validity of the Personal Report of Communication Apprehension--Organization Form (PRCA-OF) was tested against 23 raters' scores in five one-day developmental assessment centers. The PRCA-OF is a 20-item, 5-point, Likert-type, self-report questionnaire. The scale scores range from a minimum of 20 to a maximum of 100. Four sets of scores were obtained: rater, peer, self, and supervisor. The assessment center exercises included a decision game, dyadic interview, and in-basket simulation. Multiple regression equations were used, with communication scores as the dependent variable, to analyze the relationship between the PRCA-OF scores and the other assessment center scores. Convergent validity was found for the PRCA-OF in both the rater and self categories. It was concluded that a valid measure of communication apprehension, specifically the PRCA-OF, should be included in managerial assessment centers and that training in performance evaluation should be mandatory. (HOD)

Fadely, Dean

What Makes a Fiat Run? A Consideration of the Nature of Fiat Power in Academic Policy Deliberation.

PUB DATE- 84
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Communication (Thought Transfer); *Competition; *Debate; *Persuasive Discourse; Policy Formation; Public Speaking; *Speech Communication
IDENTIFIERS- *Fiat Power

In the game-like world of competitive tournament debating, fiat power is simply another rule of the game, a way of saying "hypothetically" or "for the sake of argument let us assume this affirmative plan to be implemented." While fiat power is just a way of saying "let's pretend," there are limits to the pretense. For example, the affirmative team cannot fiat the physically impossible, such as a magic wand to cure the ills of the world.

Similarly, neither side can fiat away problems associated with the policy options that they espouse--problems such as the lack of solvency or the presence of disadvantages. It is unfortunate when debaters misanalyze the concept of fiat power. However, it is even more unfortunate when debate judges and coaches allow such misanalysis. Fiat power is not limited to one side, and if the game is to work, all the players need to know the rules and how to play by them. After all, debate is a game for the benefit of the players. (DF)

Calvert, Sandra L.; Gersh, Tracey L.

Developmental Differences in Children's Television Story Comprehension: Effects of Content Cues and Auditory Formal Production Features.

PUB DATE- May 85
NOTE- 25p.; Paper presented at the Annual Meeting of the International Communication Association (35th, Honolulu, HI, May 23-27, 1985). Funding provided by grants from the Home Economics Center for Research and the University of North Carolina at Greensboro Summer Faculty Research Excellence Program and the Research Council.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Processes; *Comprehension; *Cues; Elementary Education; Listening Comprehension; Recall (Psychology); *Retention (Psychology); *Sound Effects; Television; *Visual Learning

In a study conducted to measure children's visual attention to a television program and relate it to comprehension of content, 64 children equally distributed by sex from kindergarten and fifth grade, were randomly assigned to one of four treatment conditions. These conditions crossed two levels of content cues with two levels of sound effects before and after a dream segment in the program. The content cue condition provided 20 seconds of supplementary information, which indicated that a dream was occurring while the no content cue condition did not. The content/no content cue conditions were either preceded or not preceded by a sound effect which marked these program transitions. Visual attention was videotaped during each child's individual viewing session. After viewing, each child answered a 22 item multiple-choice recognition test of inferential, central-concrete, and incidental information and then ordered picture sets of events photographed from the awake, dream, and whole program segments. Results showed that sound effects improved attentional interest and inferential recognition for kindergarten and the picture sequencing of the awake segment for fifth graders. All children sequenced more pictures correctly from the awake segment when content cues were present. (DF)

ED 261 423 CS 505 024

Steele, Joe M.
Assessing College-Level Communicating Skills.
PUB DATE- 82
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Communication Skills; Fine Arts; Higher Education; Natural Sciences; Role Playing; Social Sciences; Speech Skills; *Student Evaluation; *Testing Programs; *Test Validity; Writing Evaluation; Writing Skills
IDENTIFIERS- American College Testing Program

In 1976, the American College Testing Program (ACT) organized the College Outcome Measures Project (COMP) to design, develop, validate, and implement assessment materials for measuring the knowledge and skills that are expected of general education college graduates and that are important to functioning effectively in adult society. The Composite Exam is one instrument developed to assess the areas of the project, which include communicating, problem solving, and using science and technology and the arts. This exam broadly defines communicating as the ability to send and receive information in a variety of modes, within a variety of settings, and for a variety of purposes. As the contexts for communication tasks, three written, three audiotaped, and one videotaped stimuli are used in each of three content areas. The COMP speaking assessment is composed of three role playing tasks using printed stimulus material in the social sciences, natural sciences, and the arts, plus a reproduction of a painting in the latter area. The COMP writing assessment is composed of three role playing tasks using audiotaped stimuli in the social sciences, natural sciences, and the arts, which require a total of 60 minutes of writing to compose three written communications directed to various audiences. The development of the COMP assessments raised issues of validity in terms of content, sensitivity to the levels of speaking and writing proficiency acquired normally by undergraduate students, and the importance of communicating to effective functioning in a variety of adult roles. Longitudinal studies are in progress to determine whether the Communicating Assessment and other COMP measures are predictive of effective functioning in various roles. (HTH)

ED 261 424 CS 505 025

Willmington, S. Clay
Assessing Oral Communication Performance Skills.
PUB DATE- Nov 83
NOTE- 17p.; Paper presented at the Annual Meeting of the Speech Communication Association (69th, Washington, DC, November 10-13, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Assessment; Higher Education; Oral Language; *Performance Factors; *Speech Communication; *Test Construction; Testing; Testing Programs; Tests; Test Use

A review of relevant research reveals the general characteristics of a test of oral communication performance, some specific characteristics of testing programs, and some directions that future performance testing should take. Characteristics of tests of oral communication performance are as follows: (1) students should be able to apply the skills and knowledge they have learned, (2) performance should involve completion of a prespecified task according to prespecified criteria in the context of real or simulated assessment exercises, (3) whatever task or product is required by the exercises must be observable and measurable, and (4) the performance must be directly observed and rated by a trained, qualified judge. Specific testing programs take a variety of forms, such as teacher assessment of a variety of communication activities in the classroom, trained rater assessment of student interviews or public speeches, or an assessment of student oral communication in a combination of activities. The experience gained from large scale assessment programs suggests that efforts be directed in defining communication competence, selecting kinds of student performances, utilizing appropriate criteria, working for validity, and working for reliability. (EL)

ED 261 425   CS 505 026

McCroskey, James C.; And Others
Don't Speak to Me in English: Communication Apprehension in Puerto Rico.
PUB DATE- Dec 83
NOTE- 15p.; Paper presented at the Speech Communication Association of Puerto Rico Convention (San Juan, Puerto Rico, December 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingualism; College Students; *Communication Apprehension; *Communication Research; Comparative Analysis; *English (Second Language); Higher Education; Language Attitudes; Language Dominance; *Language Fluency; Spanish Speaking
IDENTIFIERS- *Puerto Rico

A study was conducted to compare the communication apprehension levels of Puerto Rican college students with those of United States college students. The Puerto Rican students were considered bilingual, having received instruction in English as a second language for most of their school years. In the first phase of the study, 341 students who reported Spanish as their native language completed a measure of communication apprehension. A year later, 661 students with Spanish as their native language completed the same apprehension instrument. Subjects also were asked to rate their perceived competence in English. These scores were compared to mean scores on the communication apprehension report from nearly 20,000 American students. The results indicated that the Puerto Rican students were much less apprehensive about communicating in their native language than they were about communicating in English. The findings also indicated that apprehension in a first language is a much better predictor of apprehension in a second language than is self-perceived competence in that second language. The results suggest that the problem of communication apprehension must be addressed by second language instructors if students are to be taught to be truly bilingual. (HTH)

ED 261 426 CS 505 028

Shockley-Zalabak, Pamela; Staley, Constance Courtney
The Female Professional: Communication Proficiencies as Predictors of Organizational Advancement.
PUB DATE- 84
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Communication Research; *Communication Skills; *Employed Women; Employer Employee Relationship; *Employment Opportunities; Employment Practices; Interpersonal Communication; Leadership Qualities; Organizational Communication; Personnel Management

Based on the assumption that communication skills are a critical component of organizational effectiveness and "promotability," a study was conducted to investigate the perceptions supervisors have of their female employees' communication proficiency. In particular, comparisons were made between evaluations of supervisors on a variety of communication competencies and female employees' self-evaluations. Subjects were 61 female professionals and their 61 immediate supervisors, who completed a communication proficiency and training survey designed to determine present levels of communication proficiency and future training needs. Respondents were also asked for particular demographic information, which was used in computing their Managerial Achievement Quotients: the number of promotions received since initial employment with the organization and current age bracket. The results supported the importance of self and supervisor evaluation of communication competencies for organizational achievement. Specifically, female professionals whose supervisors evaluate highly their ability to motivate others and understand organizational problems are more likely to advance vertically in the organization than those not as highly evaluated. Likewise, female professionals who favorably evaluate their own ability to give directions and participate in groups are more likely to be high achievers. (HTH)

ED 261 427 CS 505 029

Stull, James B.; Baird, John W.

Acceptance, Openness and Empathy as Universal Organizational Communication Skills: A Quasi-Experimental Field Study.

PUB DATE- May 85
NOTE- 18p.; Paper presented at the Annual Meeting of the International Communication Association (35th, Honolulu, HI, May 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Research; *Communication Skills; *Empathy; *Employer Employee Relationship; Field Studies; *Foreign Workers; Interpersonal Relationship; *Organizational Communication

A study was conducted to investigate acceptance and openness as possible universal, consequent interpersonal rewards among foreign-born employees who work in United States companies. In this replication of an earlier study using United States-born employees, 42 United States-born and 52 foreign-born employees completed a booklet containing 20 dialogues created by the researcher. Variables were United States-born versus foreign-born employees, task-relevant versus nontask-relevant subordinate messages, and accepting versus reciprocally open versus neutral-negative supervisor responses. Data were analyzed with an analysis of variance and a post-hoc Scheffe test. Hypotheses being tested included the expectations that foreign-born employees would perceive managerial/supervisory "acceptance" of their own communication openness as a consequent interpersonal reward for both nontask-relevant and task-relevant messages, and that foreign-born employees would perceive managerial/supervisory "reciprocal openness" as a consequent interpersonal reward for their own communication openness in nontask-relevant and task-relevant messages. Results support all four hypotheses at the .05 level of statistical significance. A need exists to study empathy more from an academic and training perspective to find which types of responses appear sincerely more empathetic to the receiver. (DF)

ED 261 428 CS 505 030

Phillips, Amy Friedman; Pease, Pamela S.
Computer Conferencing and Education: Complementary or Contradictory Concepts?
PUB DATE- May 85
NOTE- 26p.; Paper presented at the Annual Meeting of the International Communication Association (35th, Honolulu, HI, May 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Communication Research; Computer Assisted Instruction; Educational Environment; *Group Dynamics; Group Experience; Interpersonal Relationship; *Program Effectiveness; *Program Evaluation; Psychological Needs; Social Adjustment; *Student Reaction; *Teleconferencing

To understand how computer conferencing can be used to meld communication and education among remotely located high-level professions, an ongoing exploratory study started to collect data from participants in an advanced adult education course conducted primarily via computer-mediated communication in the area of top level management. The questions posed to the students had three broad research foci: an evaluation of the system as an adult educational environment, the computer as a communication medium, and the social dynamics and interactions among students, instructors and program organizers. The data collected thus far have yielded the following information: (1) the primary reason for enrolling in the course was an interest in the computer-mediated communication process itself, (2) the quality of the social interaction among the seminar participants was most frequently considered to be variable at best, (3) those areas in which the seminars were judged to be most successful were at providing potentially open forums for frank exchange and getting acquainted with new ideas, and (4) there were intriguing issues that dealt with personal feelings and communication dynamics. (HOD)

ED 261 429 CS 505 032

Dozier, David M.; Hellweg, Susan A.
A Comparative Analysis of Internal Communication and Public Relations Audits. State of the Art.
PUB DATE- 26 May 85
NOTE- 22p.; Paper presented at the Annual Meeting of the International Communication Association (35th, Honolulu, HI, May 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Communication Research; Comparative Analysis; Evaluation Methods; *Information Needs; *Organizational Communication; *Public Relations; *Research Methodology
IDENTIFIERS- *Communication Audits; *Public Relations Audits

A review of current literature regarding the state of the art in the conduct of internal communication and public relations audits by public relations practitioners reveals that these two related measurement activities are of considerable importance to the practice of public relations. Public relations audits are concerned with exploratory research on relations between an organization and its public. Internal communications audits describe and assess the process and structure of communication within an organization. Both types of audits are used by public relations practitioners in managing communication activities of organizations, but they serve distinctly different functions, reflecting divergent origins and perspectives. Open systems theory is used to distinguish the two different functions of the audits. A public relations audit is a boundary spanning activity that measures the public's attitudes, levels, and behaviors affecting an organization's survival and growth. An internal communication audit is concerned with the structure and function of the system. Because an organization has less control over its external environment than its internal systems, the public relations audit is of greater importance than the internal communication audit. (DF)

ED 261 430 CS 505 036

Buzza, Bonnie Wilson, Ed.; Hall, Robert N., Ed.

Administering the Small College Program: A Theme Issue.

Association for Communication Administration, Falls Church, Va.
PUB DATE- Oct 85
NOTE- 99p.; Document contains small, light print.
AVAILABLE FROM- Association for Communication Administration, 5105 Backlick Rd., #E, Annandale, VA 22003 ($9.00, prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrative Problems; College Administration; *Curriculum Development; Curriculum Problems; *Departments; Higher Education; Persuasive Discourse; *Program Administration; Program Content; Program Evaluation; *Small Colleges; *Speech Communication; *Speech Curriculum; Speech Instruction; Teacher Administrator Relationship; Theater Arts

Drawn from a 1985 conference focusing on curriculum for small college speech communication programs, the articles in this journal issue deal with issues related to curriculum development and enrichment in small colleges. Articles in the first section discuss chairing the small department. Specific topics addressed include speech communication departments and the "college of character," the small college environment, administrative style, departmental administration, problems confronting speech communication faculty, and developing an Anglo-American communication program. Articles in the second section deal with five administrative issues: staffing the small department, program evaluation, curriculum development, co-curricular programs, and faculty development. Among the specific topics discussed are the following: small college teaching as a career option, strategies for seeking employment in the small college, achieving success in small colleges, the speech tutor program, external evaluation of small college communication programs, conducting a departmental review, teaching the basic course from a theme perspective, the theatre program of limited size, the small college director of forensics, and integrating forensics into the speech curriculum. (EL)

DOCUMENT RESUME

ED 261 431 CS 505 037

Sohma, Shun-ichi, Ed.
T.I.D.L. Report '84.
Tokyo Intercollegiate Debate League (Japan).
PUB DATE- Mar 85
NOTE- 58p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Communication Skills; *Competition; *Debate; Foreign Countries; Government Role; Higher Education; *Oral Language; *Persuasive Discourse; *Political Issues; Public Speaking; Speech Communication; *Speech Skills
IDENTIFIERS- Japan

Intended for young debators, this booklet lists the main events of a debate contest for Japanese college students. The booklet contains transcripts and articles from the debate in which the proposition that the Japanese government should significantly strengthen its policies to protect the Japanese people from foreign nations was debated. The first part of the booklet contains a model debate presenting the affirmative and negative views of the government's role in protecting its people through such means as alien registration legislation and photographing foreign visitors instead of fingerprinting them. The second part contains the final match of the contest in which the affirmative and negative speeches are concerned with protecting Japanese people from foreign epidemic diseases as spread by imported blood components. The third part contains articles relevant to the debate topic, including material on technical plan attacks, disadvantages, and judging philosophies. (EL)

ED 261 432 CS 505 040

Biocca, Frank
The Active Audience: Trivia, Exaggeration, or Ideology.
PUB DATE- May 85
NOTE- 38p.; Paper presented at the Annual Meeting of the International Communication Association (35th, Honolulu, HI, May 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Analysis; Cognitive Ability; *Cognitive Processes; Communication (Thought Transfer); *Epistemology; *Mass Media; Schemata (Cognition); *Social Theories; Speech Communication
IDENTIFIERS- *Active Audience; *Uses and Gratifications Research

Prompted by the dichotomy in mass communication research between active audience and passive audience, this paper (1) establishes and analyzes the theoretical components of the concepts of "activity" and "active audience," (2) traces the intellectual origins of the concepts and their implicit ideological agenda, and (3) critiques the implications of the concept of audience activity for cognitive and social theory and research. The paper first examines the facets of activity, giving recognition to the psychologist Raymond Bauer, who created the phrase "active audience." Its other sections discuss the meaning of activity, internalized freedom and cognitive activity, the rift between conscious and the unconscious processing, and a more modest appraisal of activity. The paper concludes by noting that the concept of active audience defined as cognitive independence, personal freedom, and imperviousness to influence appears simultaneously to be bloated out of all proportion and seemingly anemic and thin. A 5-page list of references concludes the paper. (HOD)

ED 261 433 CS 505 042

Nykodym, Nick; Ruud, William N.
Intraviews: Career Development through Business Communication.
PUB DATE- May 85
NOTE- 12p.; Paper presented at the Annual Meeting of the International Communication Association (35th, Honolulu, HI, May 23-27, 1985).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Communication; *Career Development; College Students; Communication (Thought Transfer); *Communication Apprehension; Communication Problems; Communication Research; *Communication Skills; Higher Education; Speech Communication

Communication skills are important in every part of organizational life. However, a number of people are unable to realize their organizational potential because of communication apprehension (CA). Its pervasiveness has ranked it as the single most severe handicap facing Americans today. The Intraview Communication Intervention Strategy may be a means of reducing high CA. The intraview concept is an intervention strategy based on helping individuals to know more about themselves and their interactions with others. This strategy was implemented in a pretest/posttest/control design. Subjects, 40 students enrolled in Business Administration, were randomly assigned to treatment and control groups. Treatment consisted of a class using the Intraview Strategy of teaching organizational communication. The control group consisted of a class that did not use this strategy. The Personal Report of Communication Apprehension was administered both before and after the intervention. Results showed that the intraview strategy reduced apprehension at a statistically significant level. Strategies like intraview will aid the high CA individuals in pursuit of their career goals, since communications skills are vital to the job application process. (DF)

ED 261 434 CS 505 044

Ducey, Richard V.; And Others
Defining a Construct of Telecommunication Technology Literacy and Testing for Differences among Students, Educators and Industry Professionals--A Pilot Study.
PUB DATE- May 85
NOTE- 22p.; Paper presented at the Annual Meeting of the International Communication Association (35th, Honolulu, HI, May 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Research; *Comparative Analysis; Information Systems; Job Skills; *Knowledge Level; Student Attitudes; *Technological Literacy; *Telecommunications; Work Attitudes

To examine the importance of being literate in the technology of telecommunication, the attitudes of three populations were studied: college students, academics, and industry professionals. Altogether 266 names and addresses were compiled. Using a quota strategy, industry professionals were drawn from several segments of the telecommunication industry. Respondents were asked to judge how important it was to have understandings of at least one technology, and many or most of the technologies in the following categories: message creation/origination, message delivery/wire, message delivery/wireless, message processing, message storage/retrieval, and message reception/display. Respondents were also asked to indicate how satisfied they were with the depth of their knowledge in each category. Several tentative conclusions were drawn from the results: (1) students were more likely than educators or industry professionals to think skills or abilities related to telecommunication technology are important, (2) students were more likely than educators or industry professionals to think it is important to understand various telecommunication technologies, (3) industry professionals were most satisfied with their current level of technical knowledge, and (4) educators had the least favorable attitudes toward technology. (HOD)

ED 261 435   CS 505 046

Wakefield, Gay; And Others
State of the Art of International Public Relations Education.
PUB DATE- May 85
NOTE- 24p.; Paper presented at the Annual Meeting of the International Communication Association (35th, Honolulu, HI, May 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Context; *Degree Requirements; *Economic Climate; Education Work Relationship; Higher Education; International Cooperation; Job Skills; Organizational Communication; *Political Influences; *Public Relations; *Social Environment
IDENTIFIERS- *International Public Relations

To examine aspects of the political/economic/social/cultural environments (PESCE) affecting international public relations and their significance to the future of public relations practitioners, this paper reviews the 1980s literature regarding the current and projected trends in international public relations practice and their implications for public relations degree programs. It then offers specific recommendations drawn from the review that are pertinent to the development of effective public relations degree programs for the future, including the following: (1) careful and continual evaluation of the national and international PESCE relevant to the public relations field, (2) monitoring of the effects of PESCE upon profit and nonprofit organizational developments influencing the practice of international public relations, (3) curricular evaluation and adaptations based upon relevant trends and issues in the field, (4) blending of multidisciplinary orientations in public relations courses and programs to reflect the historical shift of the public relations field, (5) titling of degree programs to stress the diverse nature of the field, and (6) determination of degree requirements based upon the verifiable needs and standards of international public relations. (DF)

ED 261 436 CS 505 047

Applbaum, Ronald L.
Subject Selection in Speech Communication Research: A Re-Examination.
PUB DATE- May 85
NOTE- 21p.; Paper presented at the Annual Meeting of the International Communication Association (35th, Honolulu, HI, May 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Communication Research; Researchers; *Research Methodology; *Research Needs; Research Problems; *Research Skills; *Speech Communication; Surveys; *Validity

Because research in speech communication is predominantly the study of human behavior, a major goal of researchers in the field is to provide sound communication propositions about people in general or specific groups of people. A review of recent speech communication research reported in journals reveals that researchers in the social and behavioral sciences have not always exercised critical professional judgment in the selection process of their subjects. A survey of 100 university and college departments of speech communication regarding the sources and procedures for obtaining and using subjects in speech communication research suggests that most research in speech communication continues to be carried out with the use of college students. Recommendations for improving the selection process include having the researcher decide on an adequate definition of the population to which he is interested in generalizing, determine the degree to which the particular sample is potentially different from the population of interest, and then identify possible generalization constraints. Also, departments need to establish clear procedures for both selecting and debriefing subjects. It is the responsibility of journal editors, associate editors, and reviewers to require proper use of sampling procedures and the reporting of sufficient detail regarding subjects to validate the general ability of research results. (DF)

ED 261 437 CS 505 048

Daniel, Arlie V.

Videotaping: Relationship between Communication Apprehension and Self-Concept.

PUB DATE- May 85
NOTE- 23p.; Paper presented at the Annual Meeting of the International Communication Association (35th, Honolulu, HI, May 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Communication (Thought Transfer); *Communication Apprehension; *Communication Problems; Higher Education; *Self Concept; Self Esteem; Skill Development; *Student Attitudes; *Videotape Recordings

A study was conducted to ascertain the extent of the relationship between communication apprehension and self-concept as they relate to videotaping. Specifically, the study investigated whether it is communication apprehension or self-concept or some combination of the two that prevents students from using videotapes to improve speech skills. Subjects, 217 speech students, completed the Personal Report of Communication Apprehension, the Tennessee Self-Concept scale, and an instrument gauging students' views about being videotaped during speech class. Results suggested that students were bothered by the idea of videotaping but thought it would be a good idea even if it did bother them. It also seemed that the immediate prospect of being videotaped was more troublesome than it might have been later in the semester. A possible explanation for the results of this study is that there is very little relationship between the level of communication apprehension and self-concept. It is suggested that apprehension of videotaping may be no more than a specialized form of communication apprehension. (DF)

ED 261 438 CS 505 053

Stevenson, Robert L.
Third World Communication Development in the 1970s.
PUB DATE- May 85
NOTE- 26p.; Paper presented at the Annual Meeting of the International Communication Association (35th, Honolulu, HI, May 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Communication (Thought Transfer); *Communication Research; Comparative Analysis; *Developing Nations; *Development; Economic Progress; *Mass Media; Modernization; Social Change; *Technological Advancement; Telecommunications; Urbanization
IDENTIFIERS- Print Media

Quantitative data on various indexes of national development--mass media, "horizontal communication" (mail, telephones, and telegrams), democracy, social growth, literacy, and urbanization--were collected and estimated for more than 100 developing countries for roughly the decade between 1970 and 1980. These data were then used to test various theories and definitions of communication development. The analyses revealed that in all geographic regions, broadcasting showed spectacular growth, while print media grew only modestly. Horizontal communication, social growth, literacy, and urbanization showed some growth, while democracy--defined in Western terms as civil and political liberties--did not fare well in the Third World. Causal inference analysis of the data showed little support either for the original dominant paradigm of communication development that mass media could spur economic and political development or for alternative theories that emphasize horizontal communication and social development. (Author/HOD)

ED 261 439 CS 505 056

Andrews, Patricia Hayes
Upward-Directed Persuasive Communication and Attribution of Success and Failure toward an Understanding of the Role of Gender.
PUB DATE- Oct 85
NOTE- 34p.; Paper presented at the Communication, Language and Gender Conference (Oxford, OH, October 14-16, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Research; Comparative Analysis; Decision Making; Employee Attitudes; Females; Higher Education; Males; Organizational Communication; *Persuasive Discourse; *Self Esteem; Sex Bias; *Sex Differences
IDENTIFIERS- *Supervisor Subordinate Relationship

A study was conducted to examine the impact of gender on upward communication (subordinates to superiors) in organizations. It was hypothesized that women would (1) report less self-confidence when approaching a communicative performance situation, (2) rate themselves less successfully following persuasive presentations, and (3) be more likely to attribute their success to external factors and their failures to internal factors than would men. It was also thought that subjects would rate male power figures as making a more positive impression than female power figures, and that men were more likely to advance criterion-based arguments and women to advance arguments of their own creation and based on human relationships and responsibility, to justify decisions. Subjects were 40 male and 40 female college students in public speaking classes. Subjects read a medical case study and two criteria for decision making and were asked to make a decision and present supporting arguments to a professionally dressed male or female "confederate" graduate student in the role of hospital administrator. The confederate then evaluated the arguments, and gave recommendations to the researcher. Subjects completed a questionnaire after their presentations. The results supported the hypotheses, although low self-confidence did not affect performance as rated by the confederates. Men and women also used different criteria in developing their cases, and were often sensitive to the gender of the listener in choosing their arguments. (HTH)

ED 261 440 CS 505 057

McCrady, William
Listening and the Learning Disabled Student.
PUB DATE- 82
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Attention; Cognitive Processes; Elementary Secondary Education; Language Processing; *Learning Activities; *Learning Disabilities; *Listening; *Listening Comprehension; Listening Habits; *Listening Skills; *Teaching Methods

In order to foster awareness of the auditory characteristics of learning disabled students and the essential skills involved in effective listening, this paper suggests teaching strategies to improve listening skills that include both individual and whole class activities specifically geared to learning disabled students. The first section of the paper profiles five students labeled as learning disabled. In the second section, listening is defined as the ability to perceive an auditory message and gain as much information from that message as possible. Steps toward understanding the listening problem, outlined in the third portion of the paper, include finding an area of interest, being flexible about notetaking, and working at listening. Sample lessons and activities that present listening as an enjoyable challenge are discussed in the fourth section, while five suggestions for developing listening as a study skill are presented in the fifth section. The paper concludes with five guidelines, such as presenting regularly scheduled lessons about listening at least twice a week and being a good model as a listener. (DF)

ED 261 441 CS 505 058

Jacobson, Harvey K.
The Michigan Awareness Program: A Case Study in Effective External and Internal Organizational Communication.
PUB DATE- May 85
NOTE- 22p.; Paper presented at the Annual Meeting of the International Communication Association (35th, Honolulu, HI, May 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Communication Research; *Financial Support; *Institutional Advancement; Nonprofit Organizations; *Organizational Communication; Publicity; *Public Relations; Universities

To illustrate the experience of a nonprofit organization whose high respect for theory and research shaped the design and implementation of a major public relations program, this paper reports on a University of Michigan program to arrest erosion of the state financial support in a period of worsening economic problems. The next five sections of the paper discuss components of the communication process around which the program rationale and strategies were organized: (1) communicator, including the communication function, adaptive systems, organizational effectiveness, organizational climate, and time commitment; (2) audience, including organizational linkages to the public, public attitudes, and the behavior of legislators; (3) channels, including communication mode and communication mix; (4) content, including message strategies and content guidelines; and (5) effects, including hierarchy of effects and awareness emphasis. The following sections of the paper outline program goals, describe components of the program implementation, and discuss program evaluation and results. The summary points out the unifying effect of this public relations program on the state's higher education community. (DF)

ED 261 442 CS 505 059

Shockley-Zalabak, Pamela; Morley, Donald D.
High Apprehensives within the Organization: How and with Whom Do They Talk.
PUB DATE- May 85
NOTE- 25p.; Paper presented at the Annual Meeting of the International Communication Association (35th, Honolulu, HI, May 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Apprehension; *Communication Research; *Employee Attitudes; Employment Opportunities; Interpersonal Communication; Job Performance; *Job Satisfaction; *Organizational Communication
IDENTIFIERS- Communicator Style

A study was conducted to examine relationships between communication apprehension (CA) levels and the sending of messages within an organization. It was expected that high CA would be more prevalent among support personnel than among managers or professionals, and that high CAs would report less communication participation and satisfaction. It was also expected that high CAs could be distinguished from others based on reported message sending and receiving activity, and would predict for themselves little career advancement. Survey respondents were 118 citizens of a large midwestern community, employed by a variety of private industries and governmental agencies, who described their current employment situations and communication behaviors and completed a CA measure. The results indicated that high CAs were distinguished from others in the organization by job position, length of employment, communication participation, overall communication satisfaction, and future employment expectations. They were also distinguishable by the kinds of messages they sent most frequently. (HTH)

ED 261 443 CS 505 061

Boileau, Don M.

Speaking/Listening: Much Used, Little Taught.

National Association of Secondary School Principals, Reston, Va.

PUB DATE- Dec 84

NOTE- 10p.

AVAILABLE FROM- Publication Sales, National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 ($1.00; quantity discounts; orders of $15.00 or less must be prepaid).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Collected Works - Serials (022)

DESCRIPTORS- Curriculum Development; *Educational Needs; *English Instruction; High Schools; Interpersonal Competence; *Listening Skills; Skill Development; *Speech Skills; Student Needs; *Teaching Methods

Noting that while high school students have received instruction in reading and writing, few have received any instruction in speaking and listening skills, this document advocates a greater recognition of the need for a more realistic balance of instruction in the four communication areas than has traditionally been the case. Sections of the paper discuss (1) the need for increased oral and listening skills as seen by the private sector, (2) requisite oral communication competencies for curriculum planning, (3) a variety of approaches with which schools meet students' needs for speaking and listening skills, and (4) the English classroom as agent for teaching such skills, including specific strategies. A chart of speaking and listening competencies and their uses in adult life is included, as is a list of additional resource materials. (HTH)

Shea, B. Christine
Gender and Relationship Maintenance Strategies.
PUB DATE- Oct 84
NOTE- 26p.; Paper presented at the Annual Communication, Language and Gender Conference (7th, Oxford, OH, October 14-16, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Behavior Patterns; Communication Research; Interaction; *Interpersonal Communication; *Interpersonal Relationship; Psychological Patterns; *Self Disclosure (Individuals); *Sex Differences; Sex Role; *Sexuality; Speech Communication

Although inconsistent, research findings indicate that men and women self-disclose differently in terms of depth and frequency and interpret disclosures differently during varying stages of their relationships. A review of the literature concerning communication within stable, enduring relationships reveals that, overall, there are no apparent sex differences that account for how men and women stabilize relationships. Inconsistent findings indicate that there are few, if any, psychological gender differences in relationship maintenance communication. However, the sex composition of the dyad seems to affect the nature of communication between partners. For example, developing and de-escalating opposite-sex relationships seem to involve higher risks and greater levels of uncertainty than developing and de-escalating stable or single-sex relationships. In addition, the relationship stage, rather than gender, seems to affect the evaluative nature of verbal interaction between partners. Based on these findings, it is difficult to discern main effects for sex or even psychological gender when examining strategies used to stabilize interpersonal relationships. Risk and uncertainty levels, partner intentions, relationship stage and type, attributions, and relational expectations have greater impact on the communication behaviors individuals use to maintain relationships. (HOD)

ED 261 445 CS 505 063

Tate, Eugene D.

A Guided Design Unit on Communication Apprehension, Reticence and Shyness.

PUB DATE- 19 Oct 84
NOTE- 41p.; Paper presented at the International Society for Individualized Instruction (Atlanta, GA, October 19, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavior Theories; *Communication Apprehension; *Communication Problems; *Course Content; Higher Education; Models; *Social Psychology; Social Theories; *Speech Communication; *Units of Study
IDENTIFIERS- *Guided Design Approach (Teaching)

Developed for a course in social psychology, a guided design unit was created to help students explore the phenomena known as communication apprehension, reticence, and shyness. The social psychological theories introduced in the unit are belief theory, attribution theory, and perception theory. These theories are used to explain the phenomena being studied and to examine ways to help people overcome problems in these areas. A careful distinction emphasized in the unit is the difference between a medical model that would treat these phenomena as abnormal or deviant and a communication or social psychological model that would focus on environmental factors. The final examination consists of several sections: definitions, short essay questions, and long essay questions that ask students to apply one or more social psychological theory in analyzing an event or occurrence. Thus the final section of the exam has students use what they have learned by analyzing real life situations. (Included are a list of readings, course objectives, and suggested teaching strategies.) (HOD)

DOCUMENT RESUME

ED 261 446 CS 505 064

Bowen, Richard D.
Liability Issues Facing the Extracurricular Coach.
PUB DATE- Aug 85
NOTE- 74p.; Requirement for the Specialist in Education degree, Central Michigan University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Boards of Education; *Educational Research; *Extracurricular Activities; High Schools; *Legal Responsibility; *Planning; Principals; *School Policy; School Responsibility; School Surveys; *Speech Communication; State Standards; Student Behavior

A questionnaire was mailed to 100 high school principals in Michigan in order to determine their strategic planning of administrative policies governing extracurricular speech activities. The survey questions were limited to 10 major items covering six key liability issues: (1) compatibility of school policies with state association rules and regulations, (2) administrative policies, (3) coach supervision of students at variance, (4) vehicle usage and maintenance, (5) annual revision of liability policies, and (6) medical care and planning. Several conclusions were drawn from the results received. First of all, the school board should both adopt state high school activity association rules and regulations and be sure that school policies are compatible with the state association to assure that a clearcut policy amply supervises student behavior. Second, administrative liability planning needs to be comprehensive, consistent, and strategically planned as an annual collaborative effort by both administrator and coach. Third, most supervision by the coach is supervision at variance, and parents must be so notified. Finally, administrators need to discuss annually with the forensics director how administrative policies, supervision, vehicle usage, medical planning, and other issues are interrelated to liability concerns for the purpose of strategic planning of policies. (HOD)

ED 261 447 CS 505 070

Clarke, Lillian W.
Improving Oral Communication Skills in the Basic Business Communication Course.
PUB DATE- 83
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Business Communication; *Business Education; *Communication Skills; Higher Education; Interpersonal Communication; Listening; Public Speaking; *Speech Communication; Speech Curriculum; *Speech Skills; Teaching Methods

Recent studies show that training in oral communication skills is one of the primary needs of industry. Among those skills are listening, persuading, and instructing. One reason that oral communication skills are becoming increasingly important is that business, industrial, and government organizations are larger and more complicated than they were 20 or 30 years ago so that employees must work together with more and more people. Another is that the diversity in the American work force requires that one be a skilled communicator. Business educators can implement a number of strategies in their basic business communication classes to make oral communication an integral part of their classes. First, students should be encouraged to talk in class as early as the first meeting. Second, students should give short presentations to the class as it progresses through its first weeks, although these do not necessarily have to be assigned letter grades. Third, grades should be given on formal oral presentations during the final weeks of class. Fourth, one of the short presentations should be videotaped and evaluated by peers. Fifth, listening skills should be incorporated as an important part of oral communication. Finally, teacher's lesson plans should allow for impromptu speaking opportunities. These strategies will improve a basic business communication course by making it more exciting and significant. (DF)

ED 261 448 CS 505 072

Allen, Jerry L.; And Others

The Relationship of Communication Anxiety, Avoidance and Competence of Non-Native English Speakers in the U.S.

PUB DATE- May 85

NOTE- 30p.; Paper presented at the Annual Meeting of the International Communication Association (35th, Honolulu, HI, May 23-27, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Bilingualism; *Bilingual Students; *Communication Apprehension; *Communication Research; *Communicative Competence (Languages); Comparative Analysis; *English (Second Language); Foreign Students; Higher Education; Language Proficiency; Sex Differences; Student Attitudes

A study was conducted to determine the levels of communication apprehension (CA) experienced by individuals living in the United States whose native language is not English and to measure the extent to which CA varies with the interaction contexts, number of years speaking English, time living in the United States, and the speaker's sex. Subjects were 242 international students from 45 countries who completed two versions of a communication apprehension instrument, one to assess feelings of apprehension associated with speaking in the subject's native language, the other for apprehension about speaking in English. Data were also collected on subjects' sex, number of years speaking English, number of years in the mainland United States, and place of ethnic origin. The results indicated that Middle Eastern and European subjects reported levels of apprehension well below norms previously established by U.S. subjects, while Asian and Latin American subjects reported levels just slightly below those norms when communicating in their native languages. All groups indicated that CA was more of a problem in English, with Asians and Latin Americans reporting the highest levels. Females were slightly more apprehensive overall when communicating in either language, but women in the Latin American sample reported less apprehension than males in every context except public speaking. Neither the subjects' number of years speaking English nor the length of time living in the United States correlated with CA, suggesting that neither competency nor skill in a second language is related to the amount of trait apprehension experienced by bilingual speakers in varying contexts. (HTH)

ED 261 449 CS 505 077

DeWine, Sue; And Others
Women and Power in the Male-Dominated Organization: An Interpretive Study.
PUB DATE- 25 May 85
NOTE- 57p.; Paper presented to the Center for Continuing Studies Interdisciplinary Conference "Organizational Policy and Development" (Louisville, KY, May 25, 1985).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *Assertiveness; Behavior Patterns; *Communication Research; *Organizational Communication; Perception; *Power Structure; *Sex Differences; *Teacher Administrator Relationship; Teacher Attitudes

Three methods of data collection (nomination technique, survey instruments, and interviews) were used in a study that examined the way power was perceived by men and women in an organization and how women acquired and manifested power in a male-dominated organization. A total of 86 teachers and administrators were interviewed with the following breakdown: 10 male administrators, 2 female administrators, 25 male teachers, 46 female teachers, and 3 interviews where sex of subject was not recorded on the transcriptions. Respondents were asked to identify those who had power in their organization, the power strategies used, and how likely they would be to use certain types of statements with coworkers to influence their behavior. The evidence gathered suggested the following: (1) female teachers felt powerless but were unwilling to make the sacrifices necessary to gain power by changing their position; (2) teachers and administrators agreed to a negative reaction to "power" and a positive reaction to "influence"; (3) the strategies described by females in power positions were more assertive than those described by female teachers; (4) female teachers were unwilling to adapt personal strategies to a "male" model; and (5) female teachers perceived less two-way communication in decision making in their buildings than did their male counterparts. (HOD)

ED 261 450 CS 505 079

Cox, J. Robert, Ed.; And Others

Argument and Social Practice: Proceedings of the Speech Communication Association/American Forensic Association Conference on Argumentation (4th, Alta, Utah, August 1-4, 1985).

American Forensic Association.; Speech Communication Association, Annandale, Va.
PUB DATE- 15 Oct 85
NOTE- 915p.; Document contains small type.
AVAILABLE FROM- Speech Communication Association, 5105 Backlick Rd., Suite E, Annandale, VA 22003 ($19.95 prepaid).
LANGUAGE- English
EDRS Price - MF06 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Collected Works - Proceedings (021)
DESCRIPTORS- Collective Bargaining; Debate; Decision Making; Group Dynamics; Higher Education; History; Interpersonal Communication; *Organizational Communication; *Persuasive Discourse; Philosophy; *Rhetorical Criticism; Speech Communication; Teaching Methods; Television

Prepared by scholars from four countries, the 63 papers in this collection address recent developments and recurrent problems in the theory, practice, criticism, and teaching of argumentation. Following the texts of two keynote addresses, the papers are presented according to eight broad categories: argumentation theory, historical and political argument, ideology and argument criticism, argumentation in special fields, meaning and argument, interpersonal argumentation, argument in groups and organizations, and debate theory and argument pedagogy. Specific topics discussed in the papers include the following: (1) recreating a rhetorical view of narrative; (2) argumentation in the field of rhetorical communication; (3) historical argument in the Lincoln-Douglas debates; (4) the education of a television debate critic; (5) Ronald Reagan's first State of the Union Address as case study in language, argument and culture; (6) argument and consciousness in labor history; (7) rhetorical grounds for determining what is fundamental science; (8) argumentation in utility rate hearings; (9) the pragmatics of meaning in argumentation; (10) a constructivist approach to meaning; (11) the role of argumentation in source credibility; (12) social confrontation in varying degrees of intimacy; (13) research on the role of argument in decision making groups; (14) argumentation and negotiation; (15) the role of propositions in forensic argument; and (16) a pedagogical justification of argumentation for the general student. (HTH)

ED 261 451 CS 505 083

Lieberman, Devorah A.; Campain, Robert F.
The Student Listening Profile: A Vehicle for Modifying Listening Behavior.
PUB DATE- 85
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Behavioral Objectives; *Behavior Modification; *Communication Skills; Competency Based Education; *Evaluation Methods; *Listening Skills; Skill Development; *Teaching Methods; Test Construction
IDENTIFIERS- *Student Listening Profile

Noting that teachers wishing to increase students' listening skills must focus on modification of specific causes of ineffective communication behavior rather than theorizing about generic symptoms, this paper describes a competency oriented approach for improving listening skills. The paper first provides a rationale for improving listening skills, and then describes development of a personal Student Listening Profile (SLP). The four stages of the SLP journal described by the paper consist of (1) identifying ineffective listening habits, (2) developing goals for improving listening skills, (3) developing behavioral objectives for eliminating the specific barriers identified, and (4) developing strategies for monitoring and reinforcing goal/objective-directed behavior. The paper includes methods for integrating the SLP with course activities and examples of journal entries for each phase of the SLP. Finally, the paper discusses the potential effects of this behavior-oriented approach on the improvement of students' listening skills as well as its contributions to the total communication process. (HTH)

ED 261 452 EA 017 750

Symposium on Educational Productivity: The Proceedings (Austin, Texas, October 25, 1983).

Southwest Educational Development Lab., Austin, TX. Div. of Educational Services.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
NOTE- 99p.
CONTRACT- 400-83-0007
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Role; *Career Ladders; Educational Environment; *Educational Research; *Educational Strategies; Elementary Secondary Education; Leadership; National Norms; *Performance Factors; Principals; Productivity; Public School Teachers; Research Utilization; *School Effectiveness; School Supervision
IDENTIFIERS- *Charlotte Mecklenburg Public Schools NC

The symposium here reported was conducted to expose educational administrators to recent research that may help schools become more productive. Prefatory material includes biographical information on the presenters, the agenda, and an introduction that emphasizes the importance of considering school culture when applying research findings. Transcripts of four paper and/or discussion sessions constitute the bulk of this document. The first paper, "Variables in Measuring Educational Productivity" by Herbert J. Walberg, identified variables investigated by recent inquiries into the determinants of student achievement and synthesized those studies' findings. The second, "Human Resource Management in Education" by James E. Sweeney, discussed progress and continuing deficiencies in principals' leadership skills and provided general recommendations for improved principal training. The third session consisted of "Answers to Questions about the Research" concerning teaching and learning and was presented by Donald E. Mackenzie. The final paper, "Charlotte-Mecklenburg's Teacher Career Development Plan" by Jay M. Robinson, describes the Charlotte-Mecklenburg (North Carolina) Public Schools' plan for maintaining educational quality by attracting highly qualified teachers. The first, second, and fourth sessions' transcripts are followed by summaries of discussion taking place after the presentations. Completing the report are summaries of "significant areas for action and research" for the four session topics and a general closing discussion. A list of participants is appended. (MCG)

ED 261 453 EA 017 967

O'Reilly, Robert C.
Communication and Performance: The Female Board Member and the Male Superintendent.
PUB DATE- 19 Jun 85
NOTE- 17p.; Paper presented at the Summer Conference of the Nebraska Council of School Administrators (Grand Island, NE, June 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Board Administrator Relationship; *Boards of Education; *Change Strategies; Educational Trends; Elementary Secondary Education; *Females; Group Dynamics; *Group Membership; Leadership Styles; Political Attitudes; Sex Differences; *Superintendents; Trustees
IDENTIFIERS- *Board of Education Members

Eight recommendations for superintendents' behavior toward school board members are developed in light of women's changing roles in society and in educational governance. The history of women's involvement in education, including their attempts and eventual success at gaining seats on school boards, is traced from the late 19th Century up to the 1970's and 1980's. Research is reported that contrasts female board members' attitudes with those of their male counterparts, and that correlates variations in the group dynamics of school boards with the presence of female board members. Examples of such research include a 1972 survey that analyzes school board composition by sex; a subsequent survey that examined female members' views of the board's role, and their behavior within the board; superintendents' relations with female and male board members; women's paths toward school board service; male and female board members' differing expectations and perceptions of superintendents; public attitudes toward female administrators; and time spent on their tasks by male and female board members. Recommendations for superintendent-board relations presented in the summary are intended for use with female board members but may be applied to any school board members. (MCG)

ED 261 454 EA 017 970

Sockett, Hugh
Towards a Professional Code in Teaching.
PUB DATE- 85
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; *Codes of Ethics; Codification; Elementary Secondary Education; Interprofessional Relationship; Legal Responsibility; Moral Values; Professional Autonomy; *Professional Recognition; *Standards; Teacher Administrator Relationship; *Teacher Responsibility; *Teaching (Occupation)

This paper addresses the notion of accountability in teaching, arguing that teachers themselves should assume the challenge of making themselves accountable by developing a professional code of practice. The underlying notion of professionalism in teaching is first discussed as a context for justifying the further exploration of the possibilities of a professional code for teachers. An endeavor is made to clarify the form that a professional code might take by comparing it with the code of practice established by the Advertising Standards Authority in respect of advertisements directed at or portraying children. The content of such a code is discussed, along with how that content may be modified. Finally, the question of the status of such a code is addressed, with particular emphasis on whether it should be legal or moral. It is argued that such a professional code should primarily have a moral status, but that it should be promulgated as an enabling device under administrative law. (TE)

O'Connor, Patrick J.
Mathematics for the Eighties: A Study of Two Effective Math Programs.
Oregon School Study Council, Eugene.
PUB DATE- Oct 85
NOTE- 39p.

AVAILABLE FROM- Publication Sales, Oregon School Study Council, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($4.00 prepaid; quantity discounts; $1.50 for shipping and handling).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Collected Works - Serials (022)
DESCRIPTORS- Business Education; Educationally Disadvantaged; *High Risk Students; *Mathematics Curriculum; Mathematics Education; Mathematics Instruction; Program Administration; Program Descriptions; Program Design; Program Improvement; School Business Relationship; Secondary Education; *Supplementary Education
IDENTIFIERS- Oregon

This bulletin describes two exemplary mathematics programs in Oregon: the Math Lab at Mountain View Junior High School in Beaverton and the Academy Math Program at Jefferson High School in northeastern Portland. The Math Lab at Mountain View is a weekly supplemental unit that is integrated into general math and pre-algebra courses for seventh and eighth graders. After an overview of the program, the discussion focuses on positive attributes, the lab packet design, time and resources, teacher preparation and role, the lab day routine and structure, student discipline and consequences, student response, parental support, tangible results, and desired changes. The Academy Math Program at Jefferson, described in the second chapter, is part of a federally funded high school program designed to offer business math to potential dropout students. The emphasis is on training in problem-solving skills with broad applications in the business world, and on student involvement with community business people who serve as "mentors." Initial problems in implementation are discussed, along with the changes being considered for the 1985-86 program. The final chapter discusses how these two programs take advantage of recent research in mathematics education. Both programs emphasize cooperative over competitive learning and problem solving, though drill and repetition are still essential parts of the curriculum. Both programs have improved student performance in mathematics, and both promote student enthusiasm for math and for self-directed study. References and interviews are included, along with two appendixes providing sample materials from each program. (TE)

ED 261 456 EA 017 974

Gottfredson, Denise C.

School Size and School Disorder.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- CSOS-R-360
PUB DATE- Jul 85
NOTE- 56p.
GRANT- NIE-G-83-0002
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrative Problems; Case Studies; Coordination; Delinquency Causes; *Discipline Problems; *Educational Environment; Elementary Secondary Education; Organizational Communication; Organizational Effectiveness; Regression (Statistics); School Security; *School Size; *School Supervision; Social Control
IDENTIFIERS- Manning Theory

This paper uses a national survey of secondary schools to examine the relation between size and orderliness in secondary schools and to test alternative theories linking school disorder to school size. Manning theory and social control theory, taken together, predict that larger schools will experience more disruption because a smaller proportion of the student population will be involved in meaningful activities. In addition, previous research suggests that larger schools experience more disorder because they cannot be managed as effectively as small schools due to communication problems. This study uses regression analyses and case studies of schools that underwent shifts in enrollment to examine the tenability of each of the foregoing perspectives. Results imply that school size is related to school safety, and that administrative problems in large schools, such as breakdown in communication, inadequate feedback about performance, and lack of staff involvement in decision-making, are likely to link school size to school disorder. The results lend no support, however, to speculations that school disorder arises in large schools because they are more impersonal than small schools.(Author/TE)

ED 261 457 EA 017 975

Coon, E. Dean
The Alaska Public School Fund: A Permanent Fund for Education.

PUB DATE- Mar 84
NOTE- 46p.; Paper presented at the Annual Meeting of the American Education Finance Association (Orlando, FL, March 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Finance; Educational History; Elementary Secondary Education; *Endowment Funds; Finance Reform; *Full State Funding; Grants; Land Acquisition; Land Use; *School Funds; *School Support; State Action; *State Aid; State Legislation; State School District Relationship
IDENTIFIERS- Alaska; *Alaska Public School Fund

This paper examines the development of Alaska's Public School Fund, its current status, and its potential as a major revenue source for elementary and secondary education. The fund, which was created following the 1915 federal school lands grant to Alaska, is examined for the 1916-58 territorial period, the 1959-78 early statehood period, and the 1979-83 contemporary period. The examination covers the treatment and status of school lands, which, until July 1, 1978, provided the primary revenue source for the fund. Legislative changes in the status of school lands and the fund that took effect at the beginning of the contemporary period are reviewed, and a case is developed for the Public School Fund becoming a permanent fund for education. The final section presents a summary and six recommendations: (1) increase the amount of land management receipts credited to the fund; (2) manage the fund to achieve maximum rate of return on investments; (3) credit investment income to a designated public school support account; (4) conduct more frequent outside audits of the fund; (5) select and manage the 1980 addition of school land so as to provide maximum income to the fund; and (6) conduct further feasibility studies. Appendixes provide supporting data tables. (Author/TE)

ED 261 458 EA 017 976

Walsh, Huber M.
Exploring the Issues: Humans and Computers.
PUB DATE- Apr 85
NOTE- 22p.; Paper presented at the Annual Meeting of the National Catholic Educational Association (82nd, St. Louis, MO, April 8-11, 1985).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Artificial Intelligence; Automation; *Computers; Economic Change; *Futures (of Society); *Man Machine Systems; *Microcomputers; Social Change; *Technological Advancement

This presentation addresses three basic social issues generated by the computer revolution. The first section, "Money Matters," focuses on the economic effects of computer technology. These include the replacement of workers by fully automated machines, the threat to professionals posed by expanded access to specialized information, and the growing gap between the "haves" and the "have nots" that is a likely consequence of advances in information technology. The second section, "Who's in Charge?", addresses questions of control posed by advances in artificial intelligence and "ultra intelligent machines" (UIMs). Several possible approaches to controlling the development of such technology are discussed, along with the inherent limitations of such attempts at control. The final section extends this discussion into descriptions of personal encounters with machines, ranging from psychotherapy programs to the emotional effects of competing with computers in games. Finally, the potentially detrimental or beneficial effects of computer interaction on the development of children and adolescents are noted. (TE)

ED 261 459 EA 017 977

Jensen, Mary Cihak
Salem Program Demonstrates Five Keys to a Successful Business--School Partnership.
Oregon School Study Council, Eugene.
PUB DATE- Sep 85
NOTE- 44p.
AVAILABLE FROM- Publication Sales, Oregon School Study Council, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($4.00 plus $1.50 shipping and handling, prepaid; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Collected Works - Serials (022)
DESCRIPTORS- Community Schools; Cooperative Planning; *Coordination; *Educational Cooperation; Elementary Secondary Education; Formative Evaluation; Human Resources; *Institutional Advancement; Program Design; *Program Development; Program Effectiveness; *Program Implementation; *School Business Relationship; School Community Relationship; Shared Services
IDENTIFIERS- Lincoln County Schools OR; Oregon (Washington County); *Salem Keizer Public Schools OR

Partnerships between schools and businesses are becoming more frequent and more reciprocal as the two find common interests; the Salem-Keizer (Oregon) Public Schools provide a nationally recognized example of such a partnership. Salem's program began in 1981 with a joint school board and Chamber of Commerce policy statement. Despite economic hardships, the program has since grown to include 44 schools. The educators' enthusiasm and their commitment to reciprocation and to thorough monitoring have encouraged businesses to volunteer for partnerships. Typically, the program coordinator acts as "broker" to pair schools with suitable firms. After agreeing on major objectives, activities, and evaluation methods, the partners proceed with frequent bilateral planning sessions and annual reviews. Salem's program emphasizes sharing human resources. Businesses respond eagerly to the schools' needs; benefits for participating firms include school facility privileges and educational activities. District policies mandate that businesses be closely involved throughout planning, but guard against ethical conflicts. Schools must ensure that partnership activities relate to basic skills or career development curriculum. This program, like other promising ventures underway in Oregon's Lincoln and Washington Counties, embodies five elements of success: long-term goals; key officials' involvement and broad-based support; mutually developed written policies; frequent planning sessions; and continuous, centralized communication and monitoring. (MCG)

DOCUMENT RESUME

ED 261 460 EA 017 980

An Invitation...the Report of the Pennsylvania State Education Association Task Force on Educational Excellence.

Pennsylvania State Education Association, Harrisburg.

PUB DATE- May 85
NOTE- 27p.; For a related document, see EA 017 981.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Assessment; Educational Objectives; Educational Policy; *Educational Quality; Elementary Secondary Education; Exceptional Persons; Pamphlets; *School Effectiveness; State Surveys; *Teacher Attitudes; Teacher Salaries
IDENTIFIERS- *Excellence in Education; *State Education Associations

A brief pamphlet highlights the findings of the "Pennsylvania Profile of Education Project" and gives broad recommendations for the improvement of public education in the state. The report emphasizes and elevates the important role of the teacher in the pursuit of quality education. Among the recommendations are the following: (1) teachers must become primary decision and policy makers in the design of the education program; (2) parents are essential in an excellent education system; (3) cooperation of government, business, and industry is basic to educational excellence; (4) the curriculum must be broad and varied enough for students to pursue academic and career goals; and (5) alternative education programs and programs for exceptional children are necessary. The recommendations also outline steps to improve teacher education programs and professional standards and suggest that the beginning salary for teachers be $25,000 and reach at least $50,000. (MLF)

ED 261 461 EA 017 981

Pennsylvania Profile of Education Project: Final Report.
Pennsylvania State Education Association, Harrisburg.
PUB DATE- May 85
NOTE- 112p.; For a related document, see EA 017 980.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Analysis of Variance; Community Support; Curriculum Evaluation; *Educational Assessment; Educational Facilities; Educational Opportunities; Educational Status Comparison; Elementary Secondary Education; Exceptional Persons; Family Income; Financial Problems; Individual Needs; Instructional Materials; Job Satisfaction; Low Income Groups; Professional Development; Questionnaires; School Districts; *School Effectiveness; State Surveys; Teacher Administrator Relationship; *Teacher Attitudes; Teacher Salaries; Work Environment
IDENTIFIERS- *Excellence in Education; Pennsylvania; *School District Wealth; State Education Associations

This Pennsylvania project aimed to assess whether or not there are differences in educational opportunities for students and teachers in districts of varying size and wealth. After preliminary interviews with 182 teachers in 17 districts, a survey was distributed to 4,470 teachers--30 teachers in each of the 149 selected school districts. A total of 2,301 usable surveys were returned. Responses to the 180 questions pertaining to curriculum, facilities, resources, job satisfaction, workload, discipline, community support, and administration were grouped, using factor analysis, into 26 scales. Slightly over a third of the report, using percentages and sample responses, focuses on 20 of the 26 scales that conformed to a 6-point response range. The second section, the "Technical Report," prepared by The Pennsylvania State University researchers, summarizes how the survey was constructed and distributed and contains the results of the analyses performed on the completed questionnaires. The results are presented in five parts: (1) correlations between two scales considered significant, (2) findings for the four measures of satisfaction, (3) information about teacher salaries, (4) impact of wealth in the areas investigated, and (5) teachers' appraisal of each scale relative to the other scales. Copies of the questionnaire and answer sheet are appended. (MLF)

ED 261 462 EA 017 982

Resolution of Barriers to the Education of Handicapped Students. Facilitators' Handbook.

Washington Office of the State Superintendent of Public Instruction, Olympia. Div. of Special Services.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Aug 84
NOTE- 52p.; Paper presented at the Annual Meeting of the National Association of Elementary School Principals (Denver, CO, March 30-April 3, 1985).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Access to Education; *Disabilities; Educational Needs; Elementary Secondary Education; Mainstreaming; *Normalization (Handicapped); Rehabilitation; *Special Education Teachers; *Workshops
IDENTIFIERS- *Barrier Resolution Project; Washington

This handbook, prepared by the Barrier Resolution Project in the state of Washington, includes specific instructions, materials, and checklists of equipment necessary for an outside facilitator to assist in the development of cooperative problem solving and planning related to special education. After introductory material including "keys to success" and a working definition of a district team, the first section enumerates group and individual responsibilities for the steering committee, for the district, for facilitators, and for the state Office of the Superintendent of Public Instruction. The second section, "Before You Begin," provides instructions and suggestions with respect to selecting facilities for two-day meetings and preparations for training, along with a checklist of supplies and equipment. The rest of the document provides a presentation plan for facilitating a team meeting, including step-by-step instructions and hints for the facilitator, questions for discussion, and worksheets. A Barrier Resolution Process evaluation sheet is included. (TE)

ED 261 463 EA 017 983

Cristiano, George

Beliefs That Make the Difference: Are the National Reports Really Talking to the Elementary Schools?

PUB DATE- 85
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Environment; *Elementary Education; Elementary Secondary Education; Government School Relationship; *Institutional Advancement; *Public Relations; School Community Relationship; School Effectiveness
IDENTIFIERS- Nation At Risk (A)

This presentation challenges the implicit assumption, in "A Nation at Risk" and other recent national reports on education, that elementary schools share the blame for the deterioration of educational quality. Examples are first provided of unsubstantiated generalizations presupposing that elementary schools share in the culpability attributed to secondary education. It is then argued, and evidence is cited in support of the contention, that elementary schools are in fact doing an effective job of teaching. It is stated that the real problem for elementary schools is the lack of adequate public relations to communicate their effectiveness to the community. The effectiveness of schools derives in large part from the school climate; therefore, a self-perpetuating model is outlined for building a school climate and selling it. The goals should be to inform the public that the elementary schools are effective, while simultaneously and thereby developing the morale and confidence of both the school staff and the community. (TE)

ED 261 464 EA 017 989

Douglas, Stratford; Bird, Ronald E.

Personal Labor Supply: An Estimation of a Probabilistic Teacher Labor Supply Function. Occasional Paper in Educational Policy Analyis No. 416.

Southeastern Regional Council For Educational Improvement, Research Triangle Park, N.C.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Economics; Elementary Secondary Education; *Employment Patterns; *Employment Statistics; Labor Force; *Labor Supply; Labor Turnover; Models; Regression (Statistics); Tables (Data); Teacher Persistence; Teacher Recruitment; Teacher Salaries; Teacher Supervision; *Teacher Supply and Demand; Teaching (Occupation)

This paper presents the methods and results of a probabilistic teacher labor supply model. It uses both qualitative research findings and econometric methods to estimate the number of teachers with specified characteristics under various policy conditions, especially teacher salaries and supervision received. A review of selected relevant literature and descriptions of the econometric techniques and data set provide the framework for the model. Results of the estimations are discussed, and several simulations are used to evaluate the effectiveness of alternative policies and to forecast the teacher market supply. Findings indicate that personal characteristics strongly affect individuals' willingness to teach, and that increasing teacher salaries and/or decreasing supervision of teachers will increase the pool of teacher applicants. This model offers policy makers adaptability in simulating both the desired attributes of teacher candidates and the effect of various policy changes on individuals' probability of choosing a teaching career. References are included. (TE)

ED 261 465 EA 017 991

Willis, Bernice H.; And Others
Technology and Learning: Changing Minds in a Changing World. Schooling and Technology, Volume 4.
Southeastern Regional Council for Educational Improvement, Research Triangle Park, N.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 85
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computers; *Educational Change; Educational Innovation; Educational Principles; Educational Trends; Elementary Secondary Education; *Student Attitudes; Student Development; Student Interests; Student Needs; Teacher Education; *Teacher Role; Teaching (Occupation); *Technological Advancement; Telecommunications

This document, the publishers' fourth volume on schooling and technology, explores in detail the mismatch between the historically developed purposes, roles, and practices of the schools and the nature of the new technology. Specifically, it juxtaposes characteristics of today's children and the currently available educational technologies (including television) with the skills, roles, and professional training of today's teachers, and on this basis, it suggests a set of new skills and roles for teachers and describes preconditions for successful change. After a brief introduction, part 1 focuses on the behavior, perception, thinking, and learning of the contemporary child, as it has been shaped and influenced by electronic media. Part 2 rests on the assumption that teachers as a profession are motivated by values and beliefs that have little relevance to children raised in the electronic age. To serve these children, the teaching profession will need to adapt to a new set of working principles, shifting their role from disseminators of knowledge to collaborators in learning. Part 3 focuses on the immediate concerns that confront educators. Elements for successful reform described in the literature are reviewed and linked to existing models of growth and change that can serve as bridges to the major structural changes in educational systems that many believe will be necessary to meet the needs of contemporary learners. One model is the Waterford School (Orem, Utah), a private K-12 school participating in the research, development, and implementation of electronic educational materials and methods. conclusion sets forth a five-point agenda of critical tasks for the educational community. Seven pages of notes and bibliography conclude the document. (TE)

ED 261 466 EA 018 006

Bohannon, Randy; And Others

Checking Your Negotiations Style: The Situational Negotiations Approach to Bargaining.

Washington State School Directors Association, Olympia. Management Information and Training Service.
PUB DATE- 85
NOTE- 23p.; Document is printed on colored paper.
AVAILABLE FROM- Publication Sales, Washington State School Directors Association, 200 East Union, Olympia, WA 98501 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Arbitration; Case Studies; *Collective Bargaining; *Conflict Resolution; Elementary Secondary Education; *Employer Employee Relationship; *Labor Relations; Models; Negotiation Agreements; Problem Solving; Unions
IDENTIFIERS- Alaska (Ketchikan); Collaborative Bargaining

This manual presents a collaborative "situational negotiations" approach to collective bargaining. After a brief introduction, part 1 describes the traditional adversarial bargaining model, using a case study from a medium-sized school district in the state of Washington to illustrate how the aftermath of confrontational bargaining is likely to be marked by grievances, poor staff morale, and continued distrust between employees and the school district. Part 2 describes the "Interest Model" of collaborative bargaining, which aims at achieving a mutually acceptable agreement based on shared principles. A case study from Ketchikan, Alaska, illustrates one such approach, where bargaining is based on a preamble (included in the text) setting forth common principles based on students' best interest. Part 3 outlines the proposed "Situational Negotiations" approach to bargaining, which incorporates a four-stage strategy for resolving conflicts of interest that might otherwise thwart a collaborative bargaining process. Schematic charts illustrate this model, and examples of its use are provided. (TE)

ED 261 467 EA 018 007

LaCugna, Charles S.
A Plan to Reduce Arbitration and Negotiation Impasses.
Washington State School Directors Association, Olympia. Management Information and Training Service.
PUB DATE- 85
NOTE- 14p.
AVAILABLE FROM- Publication Sales, Washington State School Directors Association, 200 East Union, Olympia, WA 98501 ($4.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Arbitration; *Collective Bargaining; *Conflict Resolution; Consultants; Elementary Secondary Education; Employer Employee Relationship; Grievance Procedures; *Labor Problems; Labor Relations; *Negotiation Impasses; Problem Solving

This manual presents a proposal to reduce arbitration or negotiation impasses and to accommodate conflicting interests by selecting a permanent neutral to monitor labor relations both during the term of the agreement and during contract negotiations.

Part 1 describes the role of the permanent neutral during the term of the collective bargaining agreement as a mediator in the grievance procedure. In this role, the aim of the permanent neutral is to prevent the formal filing of grievances when possible, to discourage frivolous grievances, and to serve as a fact finder or advisory arbitrator when necessary. (Included is a sample provision for mediation of grievances.) Part 2 describes the role of the permanent neutral as a moderator during negotiations for a new collective bargaining agreement, and as a conciliator after the parties have reached the new agreement. In the latter role, the permanent neutral's function would be to reconcile the parties and to help them anticipate, face, and then resolve issues before they again reach the bargaining table. (TE)

ED 261 468 EA 018 008

Tipton, William
Clinical Approach to Teacher Evaluation.
Washington State School Directors Association, Olympia. Management Information and Training Service.
PUB DATE- 85
NOTE- 30p.
AVAILABLE FROM- Publication Sales, Washington State School Directors Association, 200 East Union, Olympia, WA 98501 ($4.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Role; Elementary Secondary Education; Evaluation Criteria; *Evaluation Methods; Lesson Observation Criteria; Principals; State Legislation; Teacher Administrator Relationship; Teacher Effectiveness; *Teacher Evaluation; *Teacher Supervision; Time on Task
IDENTIFIERS- Washington

This manual, prepared for the state of Washington, provides tools and strategies aimed at assisting building administrators in clinical approaches to teacher evaluation. The first section provides preliminary thoughts on the evaluation process and discusses the two major problems: acceptance and time. The second section discusses the sources and categories of minimum performance criteria: (1) state statute and agency regulation, and (2) the body of literature concerned with effective schooling. Drawing on the latter, a list is provided of effective classroom characteristics and practices, and the evaluation process is schematized. The third section discusses the following evaluation process tools and data collection techniques: (1) anecdotal record analysis, (2) selective verbatim analysis, (3) time-on-task analysis, (4) Flanders' interaction analysis, (5) student learning objective (SLO) checklist, (6) room map, and (7) room surface area. A brief conclusion summarizes the principal's task in teacher evaluation and briefly lists the elements that combine to make evaluative judgments accurate. Two appendixes provide instrumentation for the methods described. (TE)

ED 261 469 EA 018 009

Brubaker, C. William

The Future Outlook for School Facilities Planning and Design.

PUB DATE- 20 Oct 85
NOTE- 13p.; Paper presented at the Annual Meeting of the Council of Educational Facility Planners (62nd, San Jose, CA, October 18-21, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Building Design; Community Colleges; *Design Requirements; *Educational Facilities Planning; Elementary Secondary Education; Flexible Facilities; *Futures (of Society); *Lifelong Learning; *School Buildings; School Community Relationship; School Libraries; Technology

School design is influenced by four major factors: the education program, the community site, education technology, and building technology. Schools of the future are discussed in relation to the factors affecting school design. It is probable that future schools will be involved in a broader spectrum of programs and will serve a more diverse population. As a result, school design will be a more complex challenge. Schools of the future will include child development centers and alternative schools. The community school will serve as a cultural and recreational center that provides facilities for child care, senior citizens, and adult education. Current design innovations include high schools using the "Shopping Mall Concept" and renovations and restorations of older buildings that are important to the community. The diversity of climates and geography in the different regions of our country engenders diversity in building materials and traditions. Thoughtful planning and good design ensures success in future educational facilities. (MD)

ED 261 470 EA 018 013

Thomas, M. Donald
Leadership: A Matter of Madness or Goodness.
PUB DATE- 85
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Technology; Elementary Secondary Education; *Leadership Qualities; *Leadership Responsibility; Leadership Styles; Leadership Training; Merit Pay; School Effectiveness; State Officials; *State School District Relationship; *State Supervisors
IDENTIFIERS- Education Improvement Act 1984 (South Carolina); South Carolina

This paper contends that leadership at the state level can best improve schools through a leadership style that leads by example, by force of ideas, and by a devotion to fairness and justice. Responsibilities of state leaders include (1) reading and understanding the effective schools literature; (2) introducing school administrators to the potentials of educational technology; (3) promoting training programs that concentrate on human motivation, history, law, philosophy, organizational development, and human relations; (4) redefining the idea of leadership from one of position power to one of persuasion and fairness; and (5) finding ways to identify and reward effective schools and give recognition to competent school personnel. Ten leadership competencies are listed at the conclusion, and references are included. (TE)

ED 261 471 EA 018 014

Thomas, M. Donald
Are There Giants among Our Educational Mountains?

PUB DATE- 85
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Role; Educational Change; Elementary Secondary Education; *Leadership Qualities; Leadership Responsibility; *Leadership Styles; Personality Traits; Prestige; *Superintendents
IDENTIFIERS- Spears (Harold); Willis (Ben)

This paper begins by examining the changes that have occurred in school superintendency during the last 30 years, making it more collaborative and less conducive to the emergence of strong and dynamic "giants" such as Ben Willis and Harold Spears. These changes derive from changes in the general society, including a loss of confidence in government at all levels, increased activism on school boards, increased parental influence, increased power of teachers, decline in test scores leading to a loss in prestige of educational leaders, and declining enrollment. Following this discussion, 12 superintendents from large school districts, 9 from medium-sized districts, and 2 from county systems are named and briefly described as role models for the modern superintendency. They differ widely from one another, but all have high energy levels, strong intellects, and a deep commitment to education. (TE)

ED 261 472 EA 018 015

Thomas, M. Donald
Emerging Skills for School Administrators: Needs for the Future.
PUB DATE- 85
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrative Principles; Administrator Role;
Elementary Secondary Education; *Leadership; *Leadership Qualities;
*Leadership Responsibility; *Leadership Styles; Moral Values;
*Supervisory Methods
IDENTIFIERS- Charisma; Theory X; Theory Y; Theory Z

This paper discusses leadership theories, leadership research issues that educational leaders must confront in the next decade, and leadership skills required for the future. The discussion of leadership theories begins with a review of McGregor's Theories X, Y, and Z and moves on to the qualities embodied in such heroic, charismatic, and crusading leaders as Winston Churchill, John F. Kennedy, Martin Luther King, and others. A third approach to leadership emphasizes professional or businesslike qualities such as articulation of goals, ability to organize, understanding of finance, and ability to communicate. Educational leadership requires an eclectic approach, combining charisma, moral clarity, and business-minded professionalism. Research in educational leadership demonstrates that effective leadership varies according to personality and circumstance, but that school leaders tend to be moral leaders as well. The emerging leadership issues of the future are grouped into four categories: economic, public confidence, governance, and social stability. Each is accompanied by a set of leading questions. The administrative skills needed to address these issues include the ability to articulate the historic mission of schools, to accommodate the demands of a pluralistic society, to promote equal opportunity, and to change leadership style as needed. (TE)

ED 261 473 EA 018 016

Thomas, M. Donald
Character Education.
PUB DATE- 85
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Democratic Values; Educational Principles; Elementary Secondary Education; *Ethical Instruction; Humanistic Education; *Moral Values; Social Values; Values Clarification; *Values Education

This paper proposes that schools resume their historic role in cultivating basic moral values in their students, based on what is defined as our national ethos: (1) a belief in the worth and perfectability of human life; (2) a belief in democracy; (3) faith in reason and the orderly solution of conflict; (4) respect for knowledge and commitment to universal education; (5) protection of personal liberties; and (6) equal protection under the law and equal opportunity. Relativistic approaches to character education by theorists such as Rath and Kohlberg focus on process to the exclusion of content, whereas others, such as Max Rafferty, promote a narrow set of moral principles and thus overemphasize content. A third alternative strikes a balance by defining character education as a lifelong rational search to acquire the values of our cultural heritage. Character education should begin with development of thinking skills based on a study of literary, political, and philosophical tradition, followed by opportunity for students to confirm the value of moral behavior through their own interaction. (TE)

ED 261 474 EC 180 540

Ireland, Rayma Reed
The Role of the Administrator in Special Education.
PUB DATE- 85
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrator Role; *Delivery Systems; *Disabilities; Elementary Secondary Education; *Knowledge Level; *Mainstreaming; *Program Development; Special Education

The responsibilities and duties of administrators in special education are examined, particularly with regard to mainstreaming. Knowledge of disabilities, educational trends, and specific agencies and community services is necessary as well as an understanding of the legal requirements of P.L. 94-142 (The Education for All Handicapped Children Act) regarding physical facilities and transportation. The importance of personnel selection criteria and evaluation is stressed. Program factors involving accountability, service delivery, and evaluation are considered. Finally, the administrator's role in fostering positive attitudes and relations regarding special education is discussed in terms of other administrators, special services staff, regular classroom staff, consultant services, special and regular education students, parents, and the community. (CL)

ED 261 475 EC 180 541

Nissen, Earl R.
Mediating Evaluation and Placement of Special Education Children.
PUB DATE- Jun 84
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Role; *Arbitration; *Conflict Resolution; *Disabilities; *Due Process; Elementary Secondary Education; *Parent School Relationship; Principals

The paper addresses practical issues involved for building principals in mediating to determine the most "free appropriate public education" for handicapped children and avoiding due process hearings. Mediation is viewed as an ongoing process, and the harmful effects of legal battles over a child's placement or evaluation are noted. The paper warns against viewing mediation as a means of placating parents. Building prinicpals should be involved in decisionmaking to enhance the implementation of least restrictive placement. The importance of clear communication among parents, diagnosticians, special and regular educators, and other professionals is emphasized as one way to avoid difficulties. The use of third-party mediation as a last-chance effort before a due process hearing is described. (CL)

DOCUMENT RESUME

ED 261 476 EC 180 542

Gerold, Roberta A.; Barnes, Donna

The School World of Students with Mild to Moderate Handicapping Conditions.

PUB DATE- Mar 85

NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Disabilities; Elementary Education; *Mainstreaming; *Mild Disabilities; *Peer Acceptance; Photographs; Resource Room Programs; Social Development; Special Classes

One hundred and sixty-eight elementary students with and without handicapping conditions participated in a study to determine the social integration of students with mild to moderate disabilities who are academically mainstreamed for at least one period daily. Ss were asked to photograph what they considered illustrative of their schools. A thematic content analysis of students' descriptions of their pictures was performed. Preliminary analysis of the data suggested that students with handicapping conditions are not socially integrated when they are academically mainstreamed. Very few pictures of the mainstream and its student population were taken by special class pupils, and even fewer pictures of the special education population were taken by control Ss. Students in resource rooms showed the most variance in types of pictures taken, and appeared to bridge the regular and special education groups. Conclusions note the existence of parallel special education and non-special education subcultures in the school. Appendixes contain a picture sorting record form and picture sorting handbook. (Author/CL)

ED 261 477 EC 180 543

Sobsey, Dick
Developing and Implementing Summer-School Programs for Students with Severe Handicaps.
PUB DATE- Apr 85
NOTE- 11p.; Paper presented at the Annual Convention of the Council for Exceptional Children (63rd, Anaheim, CA, April 15-19, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Elementary Secondary Education; *Extended School Year; Multiple Disabilities; *Program Development; *Severe Disabilities; Summer Programs

The paper reviews court decisions mandating extended-year programs for students with severe and multiple handicaps for whom regression during the summer break threatens the development of independence and addresses considerations in developing such extended year programs. Guidelines center on eligibility, funding, program focus, program length, beginning dates for assessment and planning, opportunities for integration, staffing considerations, and instructional delivery. The paper stresses the value of maintaining instructional continuity, maximizing instruction, making the best use of available resources, and combining instruction with recreational activities. (CL)

ED 261 478 EC 180 544

Your Child's School Records.
Education Law Center, Inc., Newark, N.J.
PUB DATE- Oct 84
NOTE- 8p.
AVAILABLE FROM- Education Law Center, Inc., Room 209, 155 Washington St., Newark, NJ 07102 ($0.50).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Confidential Records; *Disabilities; Elementary Secondary Education; Federal Legislation; Parent Materials; State Legislation; *Student Records; Student Rights
IDENTIFIERS- New Jersey

Intended for parents or guardians of handicapped children in New Jersey, this paper explains parental rights regarding school records. The following four rights, their limitations and exceptions are discussed: (1) right to see and obtain copies of all records kept on the child; (2) the right to have inaccurate, incomplete, or irrelevant information corrected or removed from the records; (3) the right to prevent other people from seeing the records; and (4) the right to ask for a hearing should any of the above rights be denied. Legal sources are cited and parallels of state and federal laws on the topic are noted. (CL)

ED 261 479 EC 180 545

Discipline for Handicapped Children.

Education Law Center, Inc., Newark, N.J.
PUB DATE- Oct 84
NOTE- 5p.
AVAILABLE FROM- Education Law Center, Inc., Room 209, 155 Washington St., Newark, NJ 07102
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Behavior Problems; Court Litigation; *Disabilities; *Discipline; Elementary Secondary Education; *Expulsion; Federal Legislation; *Individualized Education Programs; School Policy; State Legislation; State Standards; *Suspension
IDENTIFIERS- *New Jersey

The paper addresses New Jersey and federal regulations and legislation regarding discipline for handicapped students. Policies regarding such minor disciplinary action as detention, work assignment, in-school suspension, or temporary assignment to a time-out room are considered. The role of the Individualized Education Programs in determining appropriateness of disciplinary sanctions is stressed. Policies and procedures regarding suspension and expulsion are described, and relevant court cases cited. Legal requirements of procedural safeguards for a change of placement are specified. (CL)

ED 261 480 EC 180 546

New Jersey High School Graduation Standards.
Education Law Center, Inc., Newark, N.J.
PUB DATE- Apr 85
NOTE- 11p.
AVAILABLE FROM- Education Law Center, Inc., Room 209, 155 Washington St., Newark, NJ 07102
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Disabilities; *Graduation Requirements; High Schools; *Limited English Speaking; Minimum Competency Testing; Required Courses; State Standards; Student Rights
IDENTIFIERS- *New Jersey

The paper sets forth New Jersey high school graduation standards, including the exceptions for special education and limited English proficiency students. General requirements are described under three topic headings (sample subtopics in parentheses): (1) statewide basic skills requirements (the formulation of the Individual Student Improvement Plan, procedures for appeal); (2) minimum curriculum requirements for grades 9-12 (local options for additional requirements); and attendance requirements. Exceptions for limited English proficiency students are noted. The role of the Individualized Education Programs in determining graduation for special education students is explained. The paper concludes with a review of parents' and students' rights to notification and appeal. (CL)

ED 261 481 EC 180 547

Neuman, Delia
Learning Disabilities and Microcomputer Courseware: A Qualitative Study of Students' and Teachers' Interactions with Instructional Dimensions.
PUB DATE- Apr 85
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Competition; *Computer Assisted Instruction; *Computer Software; *Courseware; Elementary Secondary Education; *Learning Disabilities; Student Motivation

To determine which elements of courseware are and are not effective in computer-based education, 59 learning disabled students were observed during a 5 1/2-month period using over 20 commercial courseware packages. Additional elements of the naturalistic study included interviews with teachers, students, and administrators; and analysis of the courseware, its documentation, and participating students' records. Preliminary findings have suggested that students already possess a high level of computer sophistication, and that competition with one's self and among other students is a highly motivating factor in courseware use. Implications for courseware design are noted. (CL)

Ortiz, Alba A.; Hernandez-Pound, Aixa
Curriculum and Instruction for Exceptional Bilingual Students.
Texas Univ., Austin. Coll. of Education.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Jun 85
NOTE- 50p.; The document was developed by the Handicapped Minority Research Institute on Language Proficiency.
CONTRACT- 300-83-0272
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Curriculum Development; *Disabilities; Elementary Secondary Education; Instructional Materials; Language Acquisition; Legislation; *Limited English Speaking; Program Development; *Second Language Learning; *Teacher Education

The annotated bibliography was designed to identify recommendations and best practices for instructing handicapped bilingual students. The annotations are organized according to six headings: (1) policies and legal mandates for serving exceptional bilingual students; (2) first and second language use in instruction of handicapped bilingual students; (3) educational planning; (4) recommended strategies, approaches, and programs for exceptional bilingual students; (5) curricula and materials; and (6) teacher training. Following the annotations are syntheses of findings and recommendations for future research. Among conclusions noted are a lack of empirical study of language minority students with special educational needs, widespread disagreement over ways to adapt specialized instruction, the need to develop instructional materials and curricula for this population, and a critical need for networking efforts. (CL)

ED 261 483 EC 180 549

Hampton, Bethany R.; Fernandez, Maria Christina
Parental Involvement in The Special Education Process.
Texas Univ., Austin. Coll. of Education.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Jun 85
NOTE- 32p.; The document was developed by the Handicapped Minority Research Institute on Language Proficiency.
CONTRACT- 300-83-0272
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Civil Rights; *Disabilities; Elementary Secondary Education; Mainstreaming; Models; Parent Counseling; *Parent Participation; *Parent School Relationship

The annotated bibliography examines parental involvement in special education. Citations are presented and information examined for eight topic areas: (1) legal rights, (2) theoretical models, (3) parental-school relations, (4) mainstreaming, (5) training, (6) counseling, (7) consumer perspectives, and (8) bibliographies. Entries include general information on parent-school rights and responsibilites while others focus on practical approaches to fostering parent involvement. Some touch upon issues concerning minority parents. Conclusions note the lack of data-based theoretical information and assert that such data are necessary for further policy and practice improvements. (CL)

ED 261 484 EC 180 550

Wilkinson, Cheryl Yelich
Teacher Interactions with Handicapped and Hispanic Students: An Annotated Bibliography.
Texas Univ., Austin. Coll. of Education.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Jun 85
NOTE- 55p.; The document was developed by the Handicapped Minority Research Institute on Language Proficiency.
CONTRACT- 300-83-0272
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Disabilities; Elementary Secondary Education; *Expectation; *Hispanic Americans; *Interaction; *Limited English Speaking; Teacher Attitudes; *Teacher Student Relationship

The annotated bibliography focuses on research regarding teacher interactions with handicapped Hispanic students. Citations and syntheses are grouped along four topic areas: (1) general findings about classroom interactions/expectations and their effects; (2) relationships between ethnicity and classroom interactions/expectations; (3) relationships between handicapping conditions and student/teacher interactions; and (4) relationships between handicapping conditions and teacher expectations. Among conclusions offered are that student ethnicity does appear to effect interaction, as does the presence of a handicapping condition. Although no study cited considered interactions with students who are both handicapped and Hispanic and/or limited English proficient, results of separate studies of these groups suggested that interaction with teachers was likely to be limited in frequency and mainly of a procedural nature. Implications for future classroom interaction research are offered. (CL)

ED 261 485 EC 180 551

Holtzman, Wayne H., Jr.
The Influence of Sociocultural Factors on the Achievement and Placement of Limited English Proficient Hispanic Students.

Texas Univ., Austin. Coll. of Education.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Jun 85
NOTE- 33p.; The document was developed by the Handicapped Minority Research Institute on Language Proficiency.
CONTRACT- 300-83-0272
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Cultural Differences; *Hispanic Americans; *Limited English Speaking; Referral; Sociocultural Patterns; *Socioeconomic Status; *Special Education; *Student Placement; Teacher Student Relationship

The annotated bibliography is intended to examine the possible role of sociocultural factors on the low achievement and special education placement of limited English proficient (LEP) Hispanic children. Four topic areas are addressed: (1) ethnic differences in teacher-pupil interactions and their relation to achievement; (2) the relationship of sociocultural variables to achievement; (3) the relationship of sociocultural variables to referral for special education; and (4) the influence of sociocultural factors in special education placement. Because of the lack of research on exceptional Hispanic students, articles dealing with Hispanics, Blacks, or handicapped children in general were included. Among conclusions reviewed are that socioeconomic status is a very important positive correlate of achievement for Hispanics and that language minority status is more of a barrier to LEP Hispanics than to other non-English speaking groups. The need for more real-life studies on Hispanic LEP students is stressed. (CL)

ED 261 486 EC 180 552

Wilkinson, Cheryl Yelich; Sanchez, Julita Elemi Hernandez

Attribution Theory, Learned Helplessness and Achievement: Implications for the Exceptional Hispanic Child.

Texas Univ., Austin. Coll. of Education.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Jun 85
NOTE- 75p.; The document was developed by the Handicapped Minority Research Institute on Language Proficiency.
CONTRACT- 300-83-0272
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Academic Achievement; Annotated Bibliographies; *Attribution Theory; *Disabilities; Ethnic Groups; *Intervention; *Limited English Speaking; Minority Groups

The annotated bibliography examines research regarding achievement attribution and the limited English proficient (LEP) handicapped child. The first major topic area addressed is the application of attribution theory to special populations. Research describing attribution patterns of handicapped children and comparing the patterns to those of nonhandicapped children is the subject of the second section. A third section presents studies which examine situational influences on handicapped children's attributions, and a fourth explores interactions of children's attributions and instruction. Studies of attribution retraining are then presented. Despite general support for the notion that handicapped and low achieving students' attributions for academic successes and failures differ from normal achievers, studies on attempts to alter those perceptions report mixed success. Future research directions are proposed. (CL)

ED 261 487 EC 180 553

To Our Future...and Theirs: A Handbook on Involving Young Parents in the ARC.
Association for Retarded Citizens, Arlington, TX.
PUB DATE- 85
NOTE- 29p.
AVAILABLE FROM- Association for Retarded Citizens, 2501 Avenue J, Arlington, TX 76011 ($2.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Community Resources; *Mental Retardation; Organizations (Groups); *Parent Associations; *Parent Participation; *Recruitment; *Young Children
IDENTIFIERS- Association for Retarded Citizens

The handbook focuses on ways in which local Association for Retarded Citizens (ARC) groups can meet the needs of young parents with retarded children. The importance of recruiting young parents is stressed, and perceptions of these parents toward the ARC are considered. Local ARC units are advised about ways to find young parents in the community, including using brochures with which parents can check their child's development, offering to provide inservice training on mental retardation to professionals in the community, and setting up a speakers' bureau. Programmatic thrusts, such as the "pilot parent" effort (which trains experienced parents of children with handicaps to work with parents of newly diagnosed children), educational advocacy, respite care, and recreational programs. Additional services developed by ARCs include toy lending libraries, adaptive equipment exchanges, and parent libraries. (CL)

ED 261 488 EC 180 554

How to Provide for Their Future: Suggestions for Parents Concerned with Providing Lifetime Protection for a Child with Mental Retardation.

Association for Retarded Citizens, Arlington, TX.

PUB DATE- 84
NOTE- 78p.; Prepared by the ARC National Insurance and Benefits Committee.
AVAILABLE FROM- Association for Retarded Citizens, 2501 Avenue J, Arlington, TX 76011 ($2.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Estate Planning; Federal Aid; Financial Support; *Insurance; *Mental Retardation; Money Management; Parent Materials; *Trusts (Financial); *Wills
IDENTIFIERS- *Guardianship

The booklet offers suggestions for parents concerned with providing lifetime protection for a child with mental retardation. Emphasis is placed on the interrelationship between the child's prospective needs of social and/or economic supports and the formal mechanisms which can be brought to bear on them. Four major topics are addressed: (1) guardianship (conservatorship, collective guardianship); (2) wills, trusts, and general estate planning (four basic estate plans, trustee selection, common trusts, importance of wills); (3) insurance benefits (the ARC plans, insurance for children, insurance planning); and (4) government benefits (the role of state government, federal programs of income support and health care coverage, interrelationship of government benefits and private income, Social Security benefits for adults, Medicare, Medicaid, Supplemental Security Income (SSI), and state utilizations of combinations of SSI and Medicaid options as they affect care of the disabled in the community). A list of recommended reading for parents and their attorneys concludes the booklet. (CL)

ED 261 489 EC 180 556

Goransson, Kerstin, Ed.; Hedman-Hellin, Lena, Ed.
Aids for the Intellectually Handicapped: The Requirement and Some Ideas. Project 0338.
Swedish Inst. for the Handicapped, Bromma.
PUB DATE- Dec 84
NOTE- 95p.
AVAILABLE FROM- The Swedish Institute for the Handicapped, Box 303, S-161 26 Bromma, Sweden (single copy free; postage charge for more than one; order code: 5201).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Bus Transportation; *Daily Living Skills; Equipment; Foreign Countries; Home Management; Leisure Time; *Mental Retardation; Money Management; Public Facilities; Self Care Skills; *Sensory Aids; Time

The manual discusses the role of aids in helping intellectually handicapped persons function as independently as possible. An introductory chapter considers the notion of intellectual aids as tools that people use to facilitate their interaction with the environment. Interaction is further conceptualized in terms of a goal-directed will, awareness of available options, and ability to perform the action. Types of aids are then described for the following areas of functioning (sample sub-areas in parentheses): time (schedule planning, punctuality); public transport (bus routes, fares); leisure activities (leisure interests, music); money and personal finances (budgeting, financial transactions); shopping (business hours); meal preparation (planning, learning to cook); laundry (motivation, ironing, clothes storage); and problems in public places (public lavatories, coded locks). (CL)

ED 261 490　　　　　　　　　　　　EC 180 557

Talk to Me II. Common Concerns.
Blind Childrens Center, Los Angeles, CA.
PUB DATE- 85
NOTE- 17p.; Also available in Spanish.
AVAILABLE FROM- Blind Children's Center, 4120 Marathon St., P.O. Box 29159, Los Angeles, CA 90029-0159.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Blindness; Early Childhood Education; *Language Acquisition; Language Patterns; *Pronouns; Questioning Techniques; Young Children

Intended for parents of blind children, the booklet presents guidelines regarding potential difficulties in blind children's language development. The first section focuses on repetitions and offers suggestions on dealing with and responding to those repetitions. Section 2 considers reasons for blind children's questions, including attention, inadequate skills for engaging in conversation, and responses to adults' questions. Parents are urged to understand the effects of new experiences on their child's questionings and reasons behind children's seemingly inappropriate questions. The third section reviews common problems with pronouns and stresses the importance of waiting until the child is ready to learn correct pronoun usage. Three activities are suggested for pronoun learning: taking turns, playing games that teach body parts, and playing house. (CL)

ED 261 491 EC 180 558

Arent, Ruth P.
The Gifted Child in Family Turmoil.
PUB DATE- 85
NOTE- 16p.
AVAILABLE FROM- Arent and Associates, P.O. Box 2501, Littleton, CO 80161 ($2.75 plus $0.75 postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Counseling Techniques; *Death; Diseases; *Divorce; Elementary Secondary Education; Emotional Adjustment; *Family Problems; Family Relationship; *Gifted; Intervention; Marital Instability; Preschool Education; *Stress Variables; *Violence

The booklet examines the effects of parental and family stress on gifted children. Four areas of family turmoil are covered: (1) separation and divorce, (2) death and dying, (3) violence, and (4) serious family illness. Problems are addressed in terms of considerations for preschool, school-aged, and high school gifted students. The first section, on separation and divorce, urges parents to tell the truth, share feelings, and involve the child in decision making whenever possible. Death and dying issues include responses of anger, support of friends, and responses to teen suicide. Three positions are noted for gifted children in violent homes: floating, retreating, or playing savior. The importance of clarifying that the situation is not the child's fault is emphasized, and suggestions for dealing with the child's mistrust are reviewed. The final section considers ways to help gifted children whose families are affected by serious illness. (CL)

ED 261 492 EC 180 559

Rosenberg, Steven A.; Robinson, Cordelia C.
Development of a Microprocessor Based Workstation for Severely/Profoundly Multihandicapped Students. Final Report, July 1983-October 1984.
Nebraska Univ., Omaha.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Mar 85
NOTE- 55p.
GRANT- G008300312
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accessibility (for Disabled); *Computer Assisted Instruction; Computer Software; Electromechanical Aids; Elementary Secondary Education; *Microcomputers; *Multiple Disabilities; *Severe Disabilities

The report describes a project examining computer-assisted instruction for severely/multiply handicapped students. An underlying thrust of the project was to provide multiply handicapped children with opportunities to learn to control events as part of their daily activities. The approach featured 26 pupils (5-21 years old) using three activities: a single-switch cause-and-effect task, a two-switch cause-and-effect discrimination task, and a communication task. Performance graphs are presented and discussion is devoted to individualized adaptations of positioning and apparatus. Findings revealed that 18 of the 26 Ss learned to use a switch to produce interesting consequences. Three of the 18 also learned to distinguish between two switches to reliably use the switch which produced consequences. A second finding was a possible relationship between the pattern of switch use that the children displayed and their cognitive level. There was a modest tendency for pupils to operate the switches with increasing selectivity as their level of sensorimotor functioning increased. Software used in the project is appended. (CL)

DOCUMENT RESUME

ED 261 493 EC 180 560

Hepner, Paula J.; Crull, Peggy
Mainstreaming in New York: Children Caught in the Currents. A Report.
Public Education Association, New York, N.Y.
PUB DATE- 84
NOTE- 94p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Attitudes; *Disabilities; Educational Philosophy; Elementary Secondary Education; *Federal Legislation; *Financial Policy; *Mainstreaming; Special Education; State Aid; *State Legislation; State Standards
IDENTIFIERS- New York

The report examines New York State's delay in meeting the least restrictive environment (LRE) mandates of P.L. 94-142, the Education For All Handicapped Children Act. The authors suggest a reluctance on the part of New York's education officials to comply with this doctrine and subsequent misinterpretation of the law and efforts to maintain special and regular education as separate entities. The study analyzes the legislative history of the mainstreaming concept and the LRE provisons in the federal law and regulations, reviews the writings of distinguished educators, and the research on mainstreaming, cites the views of education officials in other states with mainstreaming, and traces the history of New York's special education and finance laws. The authors conclude that it is unconscionable for New York's educators not to move forward with a full range of mainstreaming options. Recommendations are offered which contain specific proposals for immediate policy changes that will encourage experimentation with a broad range of programs consistent with LRE. Long term proposals are also cited for revising state education and finance laws over the long term to permanently authorize and fund programs for educating handicapped children in the regular school environment. (CL)

ED 261 494 EC 180 561

Meeker, Mary
A Partial Compendium of SOI Patterns on Sub-Groups of Gifted People.
PUB DATE- Apr 85
NOTE- 14p.; Paper presented at the Annual Convention of the Council for Exceptional Children (63rd, Anaheim, CA, April 15-19, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Differences; *Gifted; Preschool Education; *Talent Identification; Test Reliability; Test Validity
IDENTIFIERS- *Structure of Intellect

The paper reviews studies (1966-1985) of the intellectual abilities of culturally diverse 4-5 year olds in a discussion of the identification of giftedness in culturally diverse populations. Studies are cited which involved Mexican American, Black, Native American, French Canadian, and Belgian students. The following six topics are addressed: (1) identification procedures; (2) reliability and validity of SOI (Structure of Intellect) assessment instruments; (3) efficacy of SOI training; (4) measurement of growth in abilities after training; (5) measurement of growth in achievement after SOI training; and (6) construct validity (carryover of SOI training to improved performance in school subject matters). Figures depict two ways of showing giftedness, and the author emphasizes the value of reorganizing tested abilities and clustering them according to the SOI model. (CL)

ED 261 495 EC 180 562

Baldwin, Alexinia Y.
Identification and Programming for Black Gifted Children.
PUB DATE- Apr 85
NOTE- 11p.; Paper presented at the Annual Convention of the Council for Exceptional Children (63rd, Anaheim, CA, April 15-19, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Blacks; Criteria; Cultural Differences; Curriculum Development; *Evaluation Methods; *Gifted; Minority Groups; Models; *Talent Identification

The paper addresses problems in identifying giftedness in culturally diverse populations. Among topics considered are (1) the relationship of certain performance criteria to established educational models, (2) the effect of selection processes using performance criteria on identifying children from disadvantaged backgrounds, (3) the effect of multi-behavioral criteria on selection of gifted students from minority backgrounds, and (4) effects on the process-oriented curriculum/instructional strategies on children with high potential. An expanded definition of giftedness is offered, and the literature is cited for specific performance criteria and evaluation models. The role of process-oriented curriculum is considered, and advantages of using areas of strengths or interest to develop knowledge or higher level thinking skills in another area are noted. (CL)

ED 261 496 EC 180 563

Moore, Gwendolyn B.; And Others

Robotics, Artificial Intelligence, Computer Simulation: Future Applications in Special Education.

COSMOS Corp., Washington, DC.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
REPORT NO.- ISBN-0-942570-15-4
PUB DATE- Jul 85
NOTE- 163p.; The project was developed by COSMOS's Management and Technology Institute. Paper based on document was presented at the Annual Convention of the Council for Exceptional Children (63rd, Anaheim, CA, April 15-19, 1985).
CONTRACT- 300-84-0135
AVAILABLE FROM- Cosmos Corporation, 1735 Eye St., Suite 613, Washington, DC 20006 ($25.00).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Artificial Intelligence; *Computer Oriented Programs; Computers; Daily Living Skills; *Disabilities; Educational Diagnosis; Educational Technology; Electromechanical Aids; Futures (of Society); Prediction; *Robotics; Simulation; Special Education; *Technological Advancement

The report describes three advanced technologies--robotics, artificial intelligence, and computer simulation--and identifies the ways in which they might contribute to special education. A hybrid methodology was employed to identify existing technology and forecast future needs. Following this framework, each of the technologies is defined, considered in terms of the state of the art, discussed according to ratings of scenarios by a panel of technology and special education experts; and predictions are made for the likelihood of those scenarios. Near-term applications are identified: an object and mechanical device manipulating robot to help students perform independently daily living or vocational activities (robotics); a clinical diagnostic expert system to help in screening, diagnosis, and placement (artificial intelligence); and a personal management simulator to teach students about practical living skills (computer simulation). A series of eight conclusions are offered, including that certain applications of artificial intelligence and computer simulation appear more promising, in the foreseeable future, than those in robotics; that some significant technical and cost barriers exist; and that most of these barriers are generic to all applications of the technologies, not solely to special education settings. Appendixes contain summaries of industrial applications for which in-depth reviews were conducted, a questionnaire for expert panelists, instructions to panelists for developing scenarios, and scenarios of technologies in special education. (CL)

ED 261 497 EC 180 564

Lister, Robert J.
Transition from School to Work. Resource Paper No. 42.
PUB DATE- Apr 85
NOTE- 8p.; Paper presented at the Annual Convention of the Council for Exceptional Children (63rd, Anaheim, CA, April 15-19, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Curriculum Development; *Disabilities; *Education Work Relationship; Employment; *Models; Secondary Education; *Vocational Education

The paper describes one approach to the school to work transition problems of handicapped students. The model features community involvement, on-site vocational assessment, prevocational instruction in the junior high school, on-site supervision, and interagency collaboration. The need for a functional curriculum is emphasized, including appropriate training activities, functional academic skills, social skills, and supervised work experience. An outline of content areas for a comprehensive secondary curriculum is offered, including industrial training and formal vocational assessment (grades 9 and 10), functional academics, referral to vocational rehabilitation and full time employment in the summer prior to the senior year (grade 11), and social skills curriculum and vocational and/or therapeutic counseling (grade 12). (CL)

ED 261 498 EC 180 565

Price, Ted; Vitolo, Richard

Educational Services for Handicapped Students in Correctional Settings.

PUB DATE- Feb 85

NOTE- 15p.; Paper presented at the Annual Convention of the Association for Children and Adults with Learning Disabilities (22nd, San Francisco, CA, February 20-23, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Correctional Education; Correctional Institutions; *Disabilities; Elementary Secondary Education; *Federal Legislation; *Program Implementation

Issues in educational programing for incarcerated youth are explored. The following concerns affecting the implementation of P.L. 94-142 (The Education for All Handicapped Children Act) mandates in juvenile court schools and correctional facilities are discussed: (1) variable state mandates affecting education in correctional facilities; (2) varied standards of operation for education programs in correctional facilities; (3) effects of the mobility of the student population on the continuity of educational programing; (4) lack of previous identification of students due to poor attendance; (5) failure of correctional education to interface with local general education programs and standards; (6) lack of funding to adequately address the needs of the handicapped in correctional facilities; and (7) inordinate administrative requirements to implement the mandate. To remedy these problems, a variety of recommendations are offered, including basing the education program on individualized assessment and instruction, having the program reflect community proficiency standards as well as curriculum, and making available followup or outreach programs. (CL)

ED 261 499 EC 180 568

Charlton, Sue; And Others
Continuum of Major Life Activities "Bank of Basic Skills."
Whittier Union High School District, CA.
PUB DATE- 85
NOTE- 40p.; For related document, see EC 180 569.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Daily Living Skills; Elementary Secondary Education; *Leisure Time; Safety; *Self Care Skills; *Severe Disabilities; Social Development; Vocational Adjustment

The manual lists those skills considered critical for independent living of severely handicapped persons from elementary to senior high school. The skills are intended to help serve as guidelines in selecting and developing appropriate curriculum and Individualized Education Program objectives. The skills are grouped according to their general focus within each of five major life activity areas (sample subtopics in parentheses): (1) domestic life (self care and personal hygiene, social behaviors, housekeeping, cooking); (2) appropriate work-related behaviors (occupational safety, work mobility, working with others); (3) general community living (safety, mobility, community participation); (4) interaction with nonhandicapped persons (self image, interaction with others, behavior in structured settings); and (5) recreation and leisure (turn taking, break time skills, rule following, sportsmanship). (CL)

ED 261 500 EC 180 569

A Curriculum for Individuals with Severe Handicaps.

Whittier Union High School District, CA.

PUB DATE- 84
NOTE- 53p.; For related document, seee EC 180 568.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Community Resources; *Curriculum Development; Daily Living Skills; Elementary Secondary Education; Mainstreaming; *Severe Disabilities; Skill Development

The manual describes a curriculum for severely handicapped students which features functional skills, opportunities for practice in real life situations, elevated teacher expectations and interest, appropriate role models, and integration into the community. The central role of decisionmaking is emphasized and approaches for its facilitation considered. The community is seen as an expanded classroom and community training methods are noted, including mobility skills and options, money management in community settings, and time management skills. Issues and standards are then examined for community, domestic, career education, and career/vocational domains. Each section stresses the need for such factors as use of natural environments, natural time and activity sequences, parental and student preferences, opportunities to practice skills, systematic and frequent instruction in natural work environment, comprehensive curricula, and participation of nonhandicapped peers. (CL)

ED 261 501 EC 180 570

Hughes, James H.
Volunteerism in Special Education through Industry-Education Cooperation: A Program Development Handbook for Coordinators of Volunteer Recruitment.
National Association for Industry - Education Cooperation, Buffalo, N.Y.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 84
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Cooperative Programs; *Disabilities; Education Work Relationship; *Industry; Placement; *Program Development; *Program Implementation; *School Business Relationship; *Volunteers

Intended for coordinators of volunteer recruitment, the booklet examines practical issues in developing and implementing programs in which industry employees serve as volunteers in special education. Introductory material briefly addresses volunteerism in America, and considers the need for industry-education cooperation as well as advantages to employers and employees. Seven planning steps are identified: (1) develop cooperation and support within the organization; (2) establish program goals and objectives; (3) inventory local special education programs and services; (4) establish links with local special education programs; (5) plan for program implementation; (6) establish and maintain effective organizational communication; and (7) establish a program monitoring and record keeping system. Implementation guidelines are offered for management orientation, community/public relations, recruitment of employee volunteers, applicant screening, orientation and training, volunteer roles, referral for placement, followup and evaluation, performance monitoring recognition and appreciation, and program evaluation. (CL)

ED 261 502 EC 180 571

Mann, James W., Ed.
A Comprehensive Plan for Delivery of Educational and Related Services for Blind and Visually Impaired Children.
Mississippi Univ., University.
SPONS. AGENCY- Mississippi Governor's Office of Federal-State Programs, Jackson.
PUB DATE- Jul 85
NOTE- 162p.; Developed by the Mississippi Research and Training Center for the Handicapped.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Blindness; *Community Programs; Delivery Systems; Elementary Secondary Education; Handicap Identification; Housing; Leisure Time; Postsecondary Education; *Professional Education; Recreation; Screening Tests; State Programs; *State Standards; *Teacher Education; Teacher Supply and Demand; Transportation; Vision Tests; Visual Acuity; *Visual Impairments
IDENTIFIERS- *Mississippi

The report presents Mississippi's plan for delivering education and related services to blind and visually handicapped students. An introduction reviews the development of the report based on the work of five task forces. The task forces' reports focus on the following topics and include recommendations for state action (sample subtopics in parentheses): (1) search, evaluation, and placement (identification and assessment, visual acuity screening, aids and appliances); (2) educational services for preschool through high school (multiply handicapped visually impaired children, Mississippi School for the Blind); (3) postsecondary programs (survey results); (4) professional preparation (teacher training, orientation and mobility instructor training, problems in teacher availability/preparation, specific manpower needs in the professional fields); and (5) community services (housing, leisure activities, orientation and mobility, transportation, advocacy/legal concerns). An epilogue suggests the need for new legislation and for changed regulations and policy to implement some of the recommendations. (CL)

ED 261 503 EC 180 572

Stoycheff, Judy; Parker, Susan Stotz

Criterion-Based Living Skills Curriculum for Learning Disabled Adults.

PUB DATE- Mar 85
NOTE- 39p.; Paper presented at the National Conference on Secondary, Transitional and Postsecondary Education for Exceptional Youth (Boston, MA, March 7-9, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Daily Living Skills; *Emotional Disturbances; *Individual Power; Interpersonal Competence; *Learning Disabilities; Postsecondary Education; Problem Solving; Program Descriptions; Student Evaluation

A program developed by a private school for learning disabled/severely emotionally disturbed students focuses on developing community-based adult skills. The program features an assessment process geared to acquainting the students with their own types of disabilities and appropriate compensating strategies; direct instruction on goals identified by the student, parent(s), and referring counselor; an emphasis on the problem solving, language, and questioning behaviors in vocational and social settings; career counseling; use of real-life materials where possible; a focus on functional skills; and graduation tied to accomplishment of the student's individual goals. Appended materials include a sample progress report, a comparison of academic and aptitude scores, an example of a weekly schedule, and a bibliography of materials used in the program. (CL)

ED 261 504 EC 180 573

Squires, Sandra K.

Grading Handicapped Students in Vocational Education Programs.

PUB DATE- Aug 85
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Disabilities; *Grading; Informal Assessment; Secondary Education; Student Evaluation; *Vocational Education

The paper examines several basic grading procedures, noting the advantages and disadvantages of each procedure for handicapped students. Eight alternatives to grading are mentioned; of these, four are considered: (1) contract grading, (2) pass-fail grading, (3) the mastery learning approach, and (4) written evaluations (including checklists). It is suggested that a more appropriate approach than any of these commonly found practices must be worked out on a building level. Samples of grading proposals are provided which may be useful to vocational teachers, including a pass-fail system based on competency achievement for a post-secondary program with suggested time parameters of 6, 9, and 12 months; a proposal combining grading with a weighting system; and a framework consisting of a set of assumptions and a single learner progress chart. (CL)

ED 261 505 EC 180 574

Stone, C. Addison; And Others

Assessment and Remediation of Complex Reasoning in Specific Subgroups of Learning Disabled Adolescents. Final Report.

Northwestern Univ., Evanston, Ill. Dept. of Communicative Disorders.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jul 84
NOTE- 208p.
GRANT- G008102719
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Abstract Reasoning; Age Differences; Case Studies; *Cognitive Processes; *Intervention; *Learning Disabilities; Problem Solving; Secondary Education; *Student Characteristics; Teaching Methods

The study is described which examined quantitative and qualitative differences among learning disabled (LD) subgroups and between LD and normal Ss in reasoning and problem solving behaviors. The research strategy involved (1) detailed analyses of the behavior of subgroups of LD adolescents and of matched normal achieving adolescents in a task requiring the use of complex reasoning skills; (2) a detailed follow-up of the progress made by individuals exhibiting specific reasoning difficulties over a series of individually designed instructional sessions; and (3) the development of materials to help LD practitioners diagnose and remediate reasoning deficits in adolescents. Three LD subgroups were identified and their performances compared with three non-LD control groups: no discrepancy (ND) LD, low verbal (VL) LD, and low performance (LP) LD. Comparisons were made among subgroups and with same age and younger controls. The intervention phase was designed to explore the utility of a single-subject design and a Piagetian clinical interview strategy for remediating reasoning and problem solving demands. Among findings were that the three LD subgroups demonstrated differential performance on the bending rods task, LD Ss performed more like ninth grade than fourth grade controls, and performance of ND and LV Ss was mixed. It was concluded that not all LD adolescents have difficulties with reasoning and problem solving skills, and that the specific nature of the dificulties varies as a function of the type of LD and of the task demands. (CL)

ED 261 506 EC 180 575

Riccio, James A.; Price, Marilyn L.
A Transitional Employment Strategy for the Mentally Retarded: The Final STETS Implementation Report.
Manpower Demonstration Research Corp., New York, N.Y.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.; Ford Foundation, New York, N.Y.
PUB DATE- Sep 84
NOTE- 211p.
GRANT- DOL-33-36-75-01
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Education Work Relationship; *Employment; *Job Placement; *Mental Retardation; Models; Program Costs; *Program Implementation; *Transitional Programs
IDENTIFIERS- *Structured Training Employment Transitional Serv

The report describes the operating experiences of the Structured Training and Employment Transitional Services (STETS) demonstration, a program designed to prepare mentally retarded young adults for regular private sector employment. The STETS program was managed by several types of agencies in five cities. Evaluation information on STETS operation is presented for five topic areas (sample findings in parentheses): (1) recruitment, referral, and intake (the sites did not reach their contracted slot levels); (2) training and work experience (deficiencies in participants' work habits and skills, inadequate work skills); (3) job development (mixed results of the job development efforts due to such obstacles as the state of the economy); (4) participant performance and placement outcomes (widely varying rates for placing clients into subsidized jobs); and (5) program operating costs (estimates indicate that participants' in-program output was an important offset to program costs). It was concluded the model is feasible and can be operated on a fairly large scale by different types of organizations using diverse approaches. (CL)

Handicapped Youth at Work: Personal Experiences of School-Leavers: The Education of the Handicapped Adolescent IV.
Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.
REPORT NO.- ISBN-92-64-12708-9
PUB DATE- 85
NOTE- 87p.; See ED 210 873 and ED 237 213 for Volumes I and II of this series.
AVAILABLE FROM- OECD Publications and Information Center, Suite 1207, 1750 Pennsylvania Ave., N.W., Washington, DC 2006-4582 ($11.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adjustment (to Environment); Case Studies; *Disabilities; *Employment; Followup Studies; Foreign Countries; *Vocational Adjustment; *Young Adults
IDENTIFIERS- France; Norway; United Kingdom; West Germany

The volume focuses on case studies conducted in France, Norway, the United Kingdom, and West Germany depicting educational provisions for handicapped young people. Interviews with 20 young adults who have recently attended special institutions show them examining their experiences and commenting on their preparation for adult life. Experiences of five young men from West Germany cite personal background, social considerations, education and traning information and plans for the future. Among conclusions noted are (1) that the physical situation of the rehabilitation centers increases the isolation and (2) that only handicapped people themselves can improve their situation. A followup study of school leavers in Norway presents case studies illustrating open employment, semi-sheltered employment, unpaid employment, and prolonged education and describing the experiences of an invalid pensioner. The case studies from England focus on a receptionist/typist, a toll-bridge keeper, and a young married couple. Social and professional profiles of six special school leavers in France present information on their personal backgrounds and present positions. (CL)

ED 261 508 EC 180 577

Myers, John E. B.; Jensen, William R.
The Meaning of "Appropriate" Educational Programming under the Education for All Handicapped Children Act.
PUB DATE- 85
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Journal Articles (080) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Court Litigation; *Disabilities; Elementary Secondary Education; Equal Education; *Federal Legislation; Legal Problems
IDENTIFIERS- Rowley v Hendrick Hudson School Dist

The article examines the concept of "appropriate" educational programming as mandated under P.L. 94-142, the Education for All Handicapped Children Act. A description of the approaches to the question in effect before the Supreme Court's decision in the case of the Board of Education versus Rowley begins the article. The effect of the Rowley decision on the "appropriate" concept is explored, as is the test of whether an educational program benefits the child. Difficulties with this concept are noted as is the resulting impact on the question of the court's role in such cases. Case law developments after the Rowley case affect cases in three areas: (1) residential placement, (2) least restrictive placement, and (3) extended year programming. A method is proposed for determining appropriateness based on such factors as consistency of the proposal with the Individualized Education Program, the measurement of progress, and the selection of educational goals. It is further suggested that minimally effective programming is appropriate if it is a clear and substantial departure from the norm expected for similarly situated handicapped children. (CL)

DOCUMENT RESUME

ED 261 509 EC 180 578

Shelby, Madge E.
Investigation of Role Influence in Child Study Teams.
PUB DATE- Aug 85
NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; *Role Perception; School Psychologists; *Teacher Role; *Teamwork

A review of the literature and a detailed analysis of five specific studies on placement team functioning is presented. Among findings are a strong positive relation between staff role and participation (school psychologists were ranked highest on both variables while regular education teachers were ranked lowest) and a very powerful set of role expectations calling for more participation from school psychologists and special education teachers and less from regular education teachers and parents. Future implications for school psychologists are noted, including training in underlying theories of teams, the nature of decisionmaking processes, and the reaction of team members to the team experience. The importance of adding to the empirical study of teams is stressed. (CL)

ED 261 510 EC 180 579

Browning, Philip; And Others
Computer Technology for the Handicapped in Special Education and Rehabilitation: A Resource Guide. Volume II.
International Council for Computers in Education, Eugene, Oreg.; Oregon Univ., Eugene. Rehabilitation Research and Training Center in Mental Retardation.
SPONS. AGENCY- National Inst. of Handicapped Research (ED), Washington, DC.

REPORT NO.- ISBN-0-924-667-23-0
PUB DATE- May 85
NOTE- 136p.; For Volume I, see ED 233 522.
GRANT- G008300147-02
AVAILABLE FROM- International Council for Computers in Education, 1787 Agate St., University of Oregon, Eugene, OR 97403 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Communications; *Computer Assisted Instruction; *Computer Oriented Programs; *Computer Software; Daily Living Skills; *Disabilities; Elementary Secondary Education; Self Care Skills

The guide presents annotations on 335 resources, journal articles, books, associations, and reports dealing with computer utilization for handicapped persons in rehabilitation and education. Author and subject indexes precede the annotations which are arranged alphabetically. Citations usually include information on title, author, source, date, and address as well as a brief summary. The following subjects are among those addressed in the resource guide: communication (functional aids, speech recognition, speech synthesis, systems, and touch sensitive monitors), computer assisted instruction, functional aids for communication and self-help/independent living, computer management, research, and computer software. (CL)

Lee, Jane M.; And Others

The Development of Microcomputer Skills of Special Education Teachers: Final Summary Project Report.

Illinois State Univ., Normal. Dept. of Specialized Educational Development.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 85
NOTE- 20p.; Funded by Research in Education of the Handicapped Program.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Administrators; *Disabilities; *Microcomputers; *Special Education Teachers; *Teacher Attitudes

Special education teachers (N=167), teacher trainees (N=122), and administrators (N=8) responded to questionnaires regarding their commitment to acquiring basic microcomputer skills. Teachers believed that they were worth more than their current salaries, and that districts could afford to pay them more to aid them in, and as a reward for, the acqusisition of new skills. Administrators, however, believed that the districts had difficulties paying teachers more. Teachers' interest in microcomputers was matched to their desire to enroll in coursework to learn these skills. Administrators were equally interested but did not view coursework as the approach of choice. Teachers considered that microcomputer skills were related to instruction of handicapped children more clearly than did teacher trainees. Administrators perceived different uses for microcomputers than either group. Teachers wanted at least part of the course costs paid by their districts. Deterrants to learning microcomputer skills included shortage of time, time conflicts, and doubts about microcomputer availability. (CL)

Ankney, Barry
Lost at Sea: Survival Manual on Microcomputers.
Illinois State Univ., Normal.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 83
NOTE- 66p.
GRANT- G008300313
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Managed Instruction; Computer Oriented Programs; *Computer Software; *Disabilities; Elementary Secondary Education; *Microcomputers; *Special Education; Special Education Teachers

The information is offered to acquaint teachers with the scope and nature of microcomputer applications in special education. A brief history of computers traces the changes in the past 40 years. Information on basic computer operations covers such aspects as data storage, the nature of application programs, disk drives, and floppy disks. Step-by-step instructions are offered for using the Apple computer. Lessons are provided on the following topics: disk initialization, initialization of other diskettes from the initialized diskette, and disk operating system commands. Other topics addressed include basic programing, graphics, types of software (such as data base programs, word processing, and computer managed instruction programs), and software evaluation. A brief look at future trends and a list of selected programs of interest to special educators conclude the paper. (CL)

ED 261 513 EC 180 582

Winzer, M.; Handy, L.
Training Teachers of the Hearing Impaired: Some Preliminary Findings on the Practicum Component.
PUB DATE- Aug 85
NOTE- 26p.; Paper presented at the 1985 Bi-annual National Convention of the Association of Educators of the Hearing Impaired (Milton, Ontario, Canada, August 12-14, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Competence; Competency Based Teacher Education; *Hearing Impairments; *Practicums; *Teacher Education; *Teacher Evaluation; *Teaching Skills

The paper describes a study of the practicum experiences for 39 participants in a diploma program for education of the hearing impaired at the University of British Columbia. Students were ranked according to 59 competencies in four categories (lesson planning, communication skills, classroom climate and behavior management, and professional qualities). The interaction of age, sex, program year, and previous teaching experience with academic excellence and practicum grades was explored as well, the relationship between academic and practicum grades was examined. No statitically significant effects were found for age, prior teaching experience, or program year in relation to practicum success; no differences were found in either practicum or academic success in regard to the sex of the student. Academic grades did predict practicum success while practicum success predicted academic excellence. Results of competency rankings revealed that young teachers considered behavior management the most important item in classroom organization matters. Also ranked highly was the ability to individualize programming. (CL)

ED 261 514 EC 180 583

Winzer, M. A.

Encouraging Reading through an Enactive Method: Strategies for Hearing Impaired Children.

PUB DATE- Aug 85
NOTE- 25p.; Paper presented at the International Congress on the Education of the Deaf (17th, Manchester, England, August, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Beginning Reading; Elementary Education; *Hearing Impairments; Language Experience Approach; *Reading Instruction
IDENTIFIERS- *Enactive Reading Method

The paper describes the enactive method, an alternative approach to introducing and teaching reading to young hearing impaired children. The method actively involves the child as a processor of the material rather than as a passive consumer. The approach is established for a short period of time each day until the student outgrows its original purpose. The teacher and child manipulate concrete objects within a setting, representing real-life or pretend situations, based on the child's interest and experiences. The child tells the story of the action, which is then recorded to serve as the basis of reading instruction. Advantages of the approach include its direct relation to recent experiences, its encouragement of creativity, its stimulation of language, the flexibility it promotes in grouping, and its perception by children as fun. Planning information centers on materials and sequences of lesson plans. Sample lesson plans are appended. (CL)

ED 261 515 EC 180 584

Assael, Daniel, Ed.
Handicapped Children's Early Education Program Directory, 1984-85 Edition.

North Carolina Univ., Chapel Hill. Technical Assistance Development System.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jun 85
NOTE- 219p.; For earlier directories, see ED 207 279 and ED 216 508.
CONTRACT- 3200-82-0369
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Agencies; Demonstration Programs; *Disabilities; *Federal Programs; Outreach Programs; *Preschool Education; Program Descriptions; State Programs; Technical Assistance; Young Children
IDENTIFIERS- *Handicapped Childrens Early Education Program

The document is a directory of projects supported by the U.S. Office of Special Education Programs as part of the Handicapped Children's Early Education Program (HCEEP). The introduction describes the HCEEP network and the results of a recent evaluation study. An overview section compares activities of the five types of HCEEP projects (demonstrative projects, outreach projects, state grant projects, research institutes, and technical assistance centers). The directory section contains written abstracts for each of 173 HCEEP projects. Information includes title, address, phone number, fiscal agency, director's name, staff titles, target population characteristics, types of programs for parents and children, measures of child progress, and features and products. (CL)

ED 261 516 EC 180 585

Burell, Lewis P.; Talarico, Robert L.

Project Prevocational: Prevocational Curriculum and Prevocational Assessment Battery.

East Central Ohio Special Education Regional Resource Center, Dover.

SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Research, Planning, and Evaluation.

PUB DATE- May 82

NOTE- 170p.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Basic Skills; Check Lists; *Curriculum Guides; Interpersonal Competence; *Job Skills; *Mild Mental Retardation; *Moderate Mental Retardation; *Prevocational Education; Secondary Education; Student Evaluation; Vocational Adjustment; *Vocational Evaluation; Work Attitudes

IDENTIFIERS- *Project Prevocational

Two products are presented from Project PREVOCATIONAL, designed to focus on entry-level skills and performance levels in 30 vocational education programs for mildly and moderately mentally retarded students. The curriculum is based on a philosophy of exploration, practice and attainment and focuses on short term instructional objectives for 31 goals in six areas (sample goals in parentheses): (1) academic skills (math, money skills, measuring); (2) physical skills (dexterity, memory, pace); (3) social skills (appearance, peer and employer relations); (4) work attitude (self concept, work concept); (5) work behavior (accuracy, attendance, perseverance, teamwork); and (6) work performance (choices, communication, timing). The project's second product is the Prevocational Assessment Battery, designed to assess the readiness of mildly retarded students for vocational program placement. The battery measures preparedness in six categories of training (tied to the curriculum) for 30 vocational programs. Components of the battery include a student profile of functioning in 31 prevocational skills, a criterion-referenced checklist of prevocational skills, and a program/job entry-level profile. (CL)

ED 261 517 EC 180 586

Stodden, Robert A.; Browder, Phyllis M.

Community Based Competitive Employment Preparation of Developmentally Disabled Persons: Factors Contributing to Success.

PUB DATE- Mar 85
NOTE- 23p.; Paper presented at the National Conference on Secondary, Transitional and Postsecondary Education for Exceptional Youth (Boston, MA, March 7-9, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Developmental Disabilities; *Employer Attitudes; *Employment; Job Placement; *Job Skills; *Mental Retardation; *On the Job Training; Program Effectiveness; Success

The paper describes a demonstrative project designed to help 52 mentally retarded or otherwise developmentally disabled adults obtain and maintain competitive employment. The trainees were first evaluated in a situational assessment covering seven areas: (1) attendance and stamina, (2) independence, (3) productivity, (4) learning style, (5) work habits, (6) social skills and communication, and (7) personal management. They then received intensive pre-employment training for 4 weeks. Volunteer work experience came next for two to four months of individualized instruction at community non-profit organizations. Then trainees were placed in competitive positions, receiving on-site training from job coaches. Upon completion of on-site training, trainees entered a supported employment phase for one year. Program evaluation data suggested that the program was a success. Twenty-eight Ss successfully completed on-site training, and employers' ratings were generally fairly high. Employment success factors were identified within the areas of training approach and methodology, program management, and trainee characteristics. (CL)

ED 261 518 EC 180 587

Pocket Guide to Federal Help for the Disabled Person.

Office of Information and Resources for the Handicapped (ED), Washington, DC.

REPORT NO.- E-85-22002
PUB DATE- Feb 85
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Blindness; Categorical Aid; Civil Rights; Deafness; Developmental Disabilities; *Disabilities; Employment; *Federal Programs; Housing; *Services; Vocational Rehabilitation

The booklet is intended to make handicapped persons and/or their parents aware of the principal government services for which they may be eligible. Benefits specifically applicable to blind, deaf, and developmentally disabled persons are covered. Names and addresses of the various federal agencies are included for further reference to state and local services. The following types of services are examined: programs for specific disabilities, vocational rehabilitation, education, employment, financial assistance, medical assistance, civil rights, housing, tax benefits, and transportation. (CL)

ED 261 519 EC 180 588

Czajka, John L.

Digest of Data on Persons with Disabilities.

Mathematica Policy Research, Washington, DC.
SPONS. AGENCY- Library of Congress, Washington, D.C. Congressional Research Service.; National Inst. of Handicapped Research (ED), Washington, DC.
PUB DATE- Jun 84
NOTE- 315p.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Books (010) Numerical/Quantitative Data (110)
DESCRIPTORS- *Demography; *Disabilities; Employment; *Federal Programs; Health Services; Housing; *Incidence; *Individual Characteristics; Special Education; *Statistical Data

The document compiles published and unpublished statistical data on persons with disabilities. Its intent is to bring together a variety of data on the disabled population and provide guidance on its use. Fifty-two tables are grouped into five major sections (subtopics in parentheses): (1) prevalence of disabilities (impairments and chronic conditions, activity limitations, severity of limitations); (2) characteristics of the disabled population (living arrangements, employment, income, health care utilization); (3) federal programs (special education, other disability programs); (4) individual impairments and chronic conditions--comparative data; and (5) state level data. Appended material includes a list of primary data sources used in the report. (CL)

ED 261 520 EC 180 589

Woosley, Terry; And Others
SKIL:SACK, Skills of Independent Living: Screening Assessment and Curriculum Kit. Volumes I-III.
Alabama Inst. for Deaf and Blind, Talladega.
SPONS. AGENCY- Rehabilitation Services Administration (ED), Washington, DC.

PUB DATE- Jan 85
NOTE- 741p.; A part of the National Independent Living Skills Project: Volume I, Screening for Physical and Occupational Therapy Referral (SPOTR); Volume II, Screening Instrument; and Volume III, Assessment Instruments and Curriculum Guide.
GRANT- CFDA-128A
AVAILABLE FROM- Alabama Institute for Deaf and Blind, National Independent Living Skills Project, P.O. Box 698, 205 E. South St., Talladega, AL 35160 ($35.00 set; recording forms 20 per set $2.00 per set).
LANGUAGE- English
EDRS Price - MF04 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Blindness; *Curriculum Guides; *Daily Living Skills; Deafness; Evaluation Methods; *Hearing Impairments; Interpersonal Competence; *Multiple Disabilities; Occupational Therapy; Physical Therapy; *Screening Tests; *Visual Impairments; Young Adults

Three volumes contain the results of a projejct to develop an evaluation procedure and training program for young adults and adults with hearing impairments, visual impairments, or multiple handicaps. Four major components are included: (1) the National Independent Living Skills Screening Instrument, The National Independent Living Skills Assessment Instrument, The National Independent Living Skills Curriculum Guide, and the Screening for Physical/Occupational Therapy Referral (SPOTR) Tool. The screening/assessment instrument and curriculum guide focus on seven areas of independent living skills: community awareness, legal awareness, money management, family responsibility, health/hygiene, social/interpersonal skills, and maladaptive behavior. The resulting profile can illustrate strengths and weaknesses and indicate a relationship of functioning to a continuum of supervision levels found in alternative living environments. The SPOTR identifies the need for referral to occupational/physical therapists. The curriculum guide delineates units of instruction according to supervision levels and specific resources and materials. (CL)

ED 261 521 EC 180 590

Zepazauer, Frank
Pound the Student: A Great Leap Forward in Pedagogy.
PUB DATE- 83
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Disabilities; *Feedback; Grammar; Learning Activities; Spelling; *Teaching Methods

A teacher describes his unexpected success with a technique designed to help special needs ninth graders acquire writing and spelling skills. Assisted by his teaching aide, he used a dictation exercise coupled with immediate feedback and touch. He found that dictating sentences helped students make transitions betweens talking and writing. The approach expanded into grammar, punctuation, and capitalization. The grammar is used only as a way to solve usage problems. The paper concludes by noting possible problems in using the approach (chiefly, too many students and no aide). (CL)

ED 261 522 EC 180 591

Hardaway, Barbara D.
The Dropping of the Caps: A Personalized Approach to Depathologizing Communication between Physically-Impaired and Physically-Nonimpaired Interactants.
PUB DATE- 30 Apr 85
NOTE- 10p.; Paper presented at Exceptionalities Day Conference (April 30, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Communication Problems; Interpersonal Relationship; *Peer Acceptance; *Physical Disabilities; *Social Attitudes; Student Attitudes

The paper examines communication between physically impaired and physically nonimpaired people. The paper begins with a definition of key terms (stigmatized and nonstigmatized are used to denote physically impaired and physically-nonimpaired people). It continues with a brief review of the literature in which the inattention to ways of humanizing communication between stigmatized and nonstigmatized persons is pointed out. The impact of body origins on self image is considered, and the need to acknowledge that unresolved feelings of mutual distrust and patronizing responses exist is emphasized. It is concluded that more work needs to be done on preparing both stigmatized and nonstigmatized persons for the emotional aspects of integration, and that nonstigmatized people should begin to resolve their emotional conflicts about physically impaired people. (CL)

ED 261 523 EC 180 592

Program Evaluation of the Reorganization of Mental Health, Mental Retardation and Developmental Disabilities System.

Iowa State Legislature, Des Moines.

PUB DATE- Sep 84
NOTE- 61p.; Developed by the Fiscal Bureau.
AVAILABLE FROM- Program Evaluation Division of the Legislative Fiscal Bureau, State Capitol, Des Moines, IA 50319. A technical appendix is also available from the same source.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Categorical Aid; Delivery Systems; Developmental Disabilities; *Disabilities; Mental Health; Mental Retardation; *Program Administration; *State Legislation; *State Standards
IDENTIFIERS- *Iowa

The report evaluates Iowa's reorganization of mental health and mental retardation (MH/MR) services. Evaluation methods include a policy analysis of legislation, interviews with agency staff and consumer representatives, review of MH/MR Commission and Developmental Disabilities (DD) Council meetings, an opinion survey of county auditors, and review of county general allocation applications. Five topic areas are examined in terms of problem identification, legislative changes, and analysis of the standards or systems: (1) organization and administration of MH/MR/DD system; (2) coordination; (3) funding; (4) delivery of services; and (5) quality assurance. The final section reviews findings, including the findings that decision making and goal-setting functions within the system are strong while the monitoring and capacity-building functions are not; that there are marked differences in the degree of coordination experienced by different organizations within the system; that there appears to be uniformity of counties' prosperity tax burden and financial effort; and that deinstitutionalization is not significantly affected by the range of services available locally. Recommendations include improved data collection and management systems, and strategies for expanding the range of services to rural counties. (CL)

ED 261 524 EC 180 593

Garcia, Shernaz B.; Yates, James R.
Policy Issues Associated with Serving Bilingual Exceptional Children.
PUB DATE- Aug 85
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Research/Technical (143)
DESCRIPTORS- *Disabilities; *Educational Policy; Elementary Secondary Education; *Hispanic Americans; *Limited English Speaking; *Special Education; Student Characteristics

The paper cites changes in demography which make critical the need for improved policy and practice in serving bilingual exceptional students. A 1984 study of identification and placement of 111 Hispanic and non-Hispanic students in learning disability programs in an urban school disrict in Texas compared student characteristics, membership of students' referral and placement committees, assesssment practices, and the nature of services recommended. Further analysis included comparisons of special education policy and practice (including findings of a standard approach to assessment for all students), program availability, and personnel (sample was predominantly non-Hispanic). The paper presents recommendations for identification and placement (such as developing explicit policy in "child find," and classifying special education referral as a last resort), for programs (including clear policy describing the primacy of language), and for professional development (such as specific training for bilingual and limited English proficient students). (CL)

ED 261 525 EC 180 594

Gillespie, Janet F.; And Others

PAC: A Multidisciplinary Continuum of Care for Hearing-Impaired
  Children.

PUB DATE- Aug 84
NOTE- 11p.; Paper presented at the Annual Meeting of the American
  Psychological Association (92nd, Toronto, Canada, August, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
  Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Audiology; Elementary Secondary Education; *Hearing
  Impairments; Interdisciplinary Approach; *Models; Prevention;
  *Program Descriptions; *Psychology; Referral

The paper describes PAC (Psychology--Audiology Collaboration), a program which provides services and family support to the hearing impaired in a community setting. The program features a prevention component, treatment, educational and social support components, cross-discipline referrals, and interdepartmental training opportunities for graduate students in both disabilities. The program makes a continuum of care available to serve referred children's needs. Examples are cited of typical referral reasons between clinics to illustrate the usefulness of interdepartmental cooperation. (CL)

DOCUMENT RESUME

ED 261 526 EC 180 596

Health Services for Michigan's Crippled Children, 1981-1982, 1982-1983, 1983-1984.

Michigan State Dept. of Public Health, Lansing, MI. Div. of Services to Crippled Children.

PUB DATE- Oct 84

NOTE- 35p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)

DESCRIPTORS- Amputations; *Congenital Impairments; Eligibility; Medical Services; *Neurological Impairments; *Physical Disabilities; Program Descriptions; Services; *State Programs; Student Characteristics

IDENTIFIERS- *Michigan

The report describes Michigan's services to handicapped children provided under the Division of Services to Crippled Children of the Michigan Department of Public Health. The Crippled Children's Program (CCP) focuses on prevention, casefunding, diagnosis, medical care and treatment, and health care management. The program initiated the Locally Based Services Project to provide local program representation, assessment for services, and case management. The Supplemental Security Income-Disabled Children Program (SSI-DCP) services children under 16 who are eligible on Supplemental Security Income and show evidence of a severe physical, emotional, or mental handicapping condition. Individual service plans specify annual goals and measurable objectives. The Area Child Amputee Center provides multidisciplinary professional services to children with congenital limb deficiencies and children with acquired amputations. Characteristics of the SSI-DCP and CCP are listed for comparison of eligibility criteria, determination procedures, and benefits and coverage. A summary of services (prevention, casefinding, medical care and treatment, program representation, assessment for services, case management, and transportation) is followed by a review of program administration, funding, and medical care and treatment expenditures. Appended material includes statistical information on expenditures and diagnoses. (CL)

ED 261 527 EC 180 597

Walls, Richard T.
Common Threads in Behavior Checklists, Task Analysis, Prompting, Operations Training, and Chaining Research.

PUB DATE- 28 May 85
NOTE- 25p.; Paper presented at the Annual Meeting of the American Association on Mental Deficiency (109th, Philadelphia, PA, May 27-31, 1985). Research supported in part by the National Institute of Handicapped Research through the West Virginia Rehabilitation Research and Training Center.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Behavior Modification; *Check Lists; Cues; *Disabilities; Elementary Secondary Education; *Task Analysis; *Teaching Methods

The paper reviews studies on performance objectives, task analysis, and prompting and instruction sequences as they relate to the education of handicapped students. The initial section, on performance objectives, reviews the development of the Vocational Behavior Checklist and the Subsequent Independent Living Behavior Checklist. The next step in the overall model, task analysis, is considered in terms of choosing task specificity. Instructional research is summarized according to sequence (backward chaining, forward chaining, whole task), mode of prompts (verbal, visual, physical, olfactory, gustatory), placement of prompts (pre-response and error correction), and quality of prompts (stimulus prompts and response prompts). The three aspects are integrated, and implications are drawn for teaching independence skills to handicapped populations. Among the implications are that specific performance objectives facilitate teaching and learning; that task analysis with more steps may be more helpful than task analysis with fewer steps; and that trainers could more efficiently train complex skills through the use of systematic procedures. References and six figures are appended. (CL)

ED 261 528 EC 180 598

Levy, Joel M.
Advocacy: A Moving Force for Quality Care.
Young Adult Inst. & Workshop, Inc., New York, NY.
PUB DATE- May 85
NOTE- 24p.; Paper presented at the Annual Meeting of the American Association on Mental Deficiency (109th, Philadelphia, PA, May 27-31, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accessibility (for Disabled); Administrator Role; *Advocacy; *Attitude Change; Community Services; *Developmental Disabilities; *Employment; *Family Programs; Social Attitudes; *Technology; Transitional Programs; Young Adults

The presentation examines the challenge of advocacy for developmentally disabled people and their family members, and stresses the importance of a grass-roots basis for advocacy; it also describes the author's experiences as executive director of the Young Adult Institute, which operates community-based programs for mentally retarded and developmentally disabled clients. It is suggested that administrators' job responsibilities should include advocacy for a continuum of services and flexible, meaningful programs, and it is noted that advocacy involves changing attitudes as well as providing for services. The need for greater advocacy in four areas is described (sample recommended techniques in parentheses): (1) transforming public opinions and attitudes (using the mass media effectively); (2) facilitating dignified employment opportunities; (3) providing the fruits of technology (making technologies available); and (4) strengthening family support services (pressing for increased federal spending for such home-based services as crisis intervention, family counseling, respite services, and life planning). The paper concludes by noting the importance of advocating for the establishment of programs that offer freedom of choice and for programs and services which are flexible and which offer clients and parents a variety of options. (CL)

ED 261 529 EC 180 599

Grigsby, Donald; Wilson, Charles
Learning Activities for the Right Brain.
PUB DATE- Aug 84
NOTE- 20p.; Paper presented at the Conference on Thinking (Cambridge, MA, August 19-23, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cerebral Dominance; *Creative Development; *Creativity; Geometric Concepts; Lateral Dominance; *Linguistics; Neurolinguistics; Neurological Organization; *Problem Solving

The paper discusses curriculum materials and learning strategies suitable to the right hemisphere of the brain. Two limiting factors are noted--the difficulty in identifying non-pathological Ss who show right brain tendency, and asymmetry of the brain which makes empirical evaluation of the validity of these materials problematic. The paper suggests that materials and methods may be combined in a deliberate focus on the methods of intelligence. Geometric problem activities are described which are pattern oriented and therefore appropriate to the right brain. Examples are provided of fitting problems (including the Tangrams in which a square is divided into seven smaller pieces), cutting problems (such as problems involving the simple cutting of regular figures into parts of equal area), and geometrical problems. Linguistic problems discussed include use of open-ended problems in which concepts become patterns and individual words become the elements. It is suggested that such learning strategies will be helpful for students who show right brain dominance as well as for those who otherwise appear to show little propensity for right brain activities. (CL)

ED 261 530 EC 180 600

Letteri, Charles A.
Cognitive Profile: Relationship to Achievement and Development.
PUB DATE- Aug 84
NOTE- 12p.; Paper presented at the Conference on Thinking (Cambridge, MA, August 19-23, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Academically Gifted; Cognitive Development; *Cognitive Processes; Elementary Education; Generalization; Intervention; *Learning Strategies; Mothers; *Prediction; Profiles; Student Characteristics

The paper reviews research in the area of cognition, specifically cognitive controls (information processing habits which tend to function across a variety of content areas). The review addresses information on three research questions: (1) What cognitive factors can reliably measure and describe the differences in levels of academic achievement betweem various individuals? (2) Is it possible to remediate, through training, certain of these cognitive differences found to be associated with below grade level achievement? and (3) Can these remediated controls be transferred and generalized to certain areas of academic achievement? It is pointed out that research in cognitive controls and profiles has demonstrated a significant relationship to academic achievement from grades 1 through 8. In addition, remediation of deficit cognitive controls has led to an average increase of 3.65 grade levels in standardized testing results. Cross-sectional data reveal that a Type 1 cognitive profile is related to superior academic achievement from grade 1 to 8, while Type 2 profiles demonstrate average performance and Type 3 profiles display below grade norm achievement for the same period. By grade 8, an 8 to 9 grade differential separate a Type 1 and Type 3 profile. Related research is cited which indicates a significant relationship between a mother's cognitive profile and that of her child under 6. (CL)

ED 261 531 FL 015 064

TEAM: Journal of the English Language Center. Numbers 46-49.

University of Petroleum and Minerals, Dhahran (Saudi Arabia). English Language Center.

PUB DATE- 84

NOTE- 167p.
AVAILABLE FROM- University of Petroleum and Minerals, Office of Preparatory Programs, English Language Center, Dhahran 31261 Saudi Arabia.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)
DESCRIPTORS- Arabs; Book Reviews; Class Activities; *Classroom Techniques; Creative Dramatics; *Curriculum Design; *English (Second Language); *Error Patterns; Foreign Countries; Grammar; Higher Education; Instructional Materials; Language Skills; Program Descriptions; Program Development; Resource Centers; *Second Language Instruction; Spelling; Student Attitudes; *Testing; Visual Aids

The four 1984 quarterly numbers of the journal include feature articles, techniques for teaching English as a second language (ESL), research summaries, and book reviews. The feature articles include: "The English Language Center at King Faisal University"; "English Language Training at ARAMCO"; "AlBank AlSaudi AlHollandi's Practical English Program"; "Correlations between Spelling Quizzes and Students' Examination Results"; "The Text and Its Message"; "Teaching English in the Context of Arabicization"; "What About the Student?"; "Teaching ESL at an English-Medium International School"; "Some Predictable Errors of Arab Students in Written English"; "Planning a University Language Center in Oman: Problems and Proposals"; "Teaching ESL to Arabic-Speaking Students Through the Use of Creative Dramatics"; "Designing an Effective Reading Lab"; "Self-Access in ESP"; "Common Problems in Teaching Writing, Spelling and Pronunciation to Arab Students"; and "Measuring Student Attitudes for Curriculum Planning." Techniques discussed include spelling tips for teachers, oral practice through grammar, making a three-dimensional model to scale as a beginning application of English, and picture-guided oral summaries. Two research summaries concern ESL spelling errors and problems faced by ESL teachers in Turkey. (MSE)

ED 261 532 FL 015 100

Apodaca, Rosita

How We Educate Non-English Speaking Students Successfully. The High Intensity Language Training Program Description.

PUB DATE- 31 Mar 85
NOTE- 21p.; Paper presented at the Annual Convention of the National School Boards Association (Anaheim, CA, March 31, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Administrator Attitudes; *Dropout Prevention; *English (Second Language); Inservice Teacher Education; Instructional Development; *Intensive Language Courses; Limited English Speaking; Outcomes of Education; Program Descriptions; *Program Effectiveness; Secondary Education; *Spanish Speaking; *Student Placement; Teacher Attitudes; Transitional Programs
IDENTIFIERS- El Paso Independent School District TX

The El Paso Independent School District, in an effort to reduce the dropout rate and promote academic success among Hispanics, developed a high-intensity language training (HILT) curriculum in English as a second language (ESL) for limited-English-speaking students, to prepare them for full participation in regular subject-area courses. The program began in January 1982 with four levels of instruction (beginning, intermediate, advanced, and transitional) and two curriculum plans, one for students who had attended school for six or more years in their native countries, and one for students with less than six years of schooling. Each program level represents one semester in grades 9-12 and one school year in grades 7-8. Enrollment is 8-12 students in beginning courses, 15-20 in intermediate courses, and regular class size in advanced and transitional courses. Sheltered subject-area courses are included in the program at each level. Inservice teacher education workshops for both ESL and subject-area teachers has become an integral part of the program. The program has proven successful in raising the HILT students' academic achievement and ability to function in content classes. (MSE)

Partee, Barbara H., Ed.; And Others
Workshop on Information and Representation Report.
PUB DATE- Apr 85
NOTE- 151p.; Workshop on Information and Representation (Washington, DC, March 30-April 1, 1985).
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; Communications; *Computational Linguistics; Federal Aid; *Financial Support; *Fund Raising; Graduate Study; *Information Processing; *Interdisciplinary Approach; Interprofessional Relationship; Needs Assessment; Networks; Research and Development Centers; Researchers; *Research Projects; Teacher Exchange Programs

The proceedings of a workshop on the study of information, computation, and cognition, a field of interdisciplinary research that includes communication research in artificial intelligence, computer science, linguistics, logic, philosophy, and psychology, gives an overview of the status of funding support for the field and the concerns of researchers for the continuation of research opportunities. Recommendations concerning fund raising that emerged from the workshop are presented, and papers providing background information are included. These papers treat the following subjects: interdisciplinary projects and topics; needs assessment; a description of the research community; an estimate of currently available resources; the history of the Alfred P. Sloan Foundation and System Development Foundation support; and the role of industrial research centers. Four expository papers are also included: "Language, Mind and Information" (John Perry); "A Presentation to the NSF Workshop on Information and Representation" (Jerry Fodor); "Research Goals in Information, Computation and Cognition" (Barbara Partee); and "A Presentation at NSF Workshop on Information and Representation" (Mitch Marcus). (MSE)

ED 261 534 FL 015 149

Beretta, Alan; Davies, Alan
Evaluation of the Bangalore/Madras Communicational Teaching Project.
PUB DATE- Apr 85
NOTE- 25p.; Paper presented at the annual meeting of the Teachers of English to Speakers of Other Languages (19th, New York, April 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communicative Competence (Languages); Curriculum Design; *English (Second Language); *Evaluation Methods; Foreign Countries; Learning Strategies; *Problem Solving; *Program Effectiveness; *Second Language Instruction; *Teaching Methods
IDENTIFIERS- *Bangalore Communicational Teaching Proj (India)

The Bangalore Communicational Teaching Project (CTP) in India operates on the central tenet that in English instruction, form can be acquired through a focus on meaning alone, that a grammatical system can be assimilated unconsciously if the mind is engaged in trying to understand or convey meaning. Linguistic specification is not used in CTP, and the curriculum is composed of a series of problem-solving tasks, each having a sequence of rehearsal, student effort, and feedback. There is little interaction among students and no technology, texts, or special seating plan are used. An evaluation of the program was undertaken to determine whether there were any demonstrable differences between students of this program and students in ordinary instructional settings. The evalution methodology was found to have problems in experimental control and in comparability of testing of the treatment groups. It is concluded that use of observe-correlate-experiment procedures currently given prominence in educational research methodology would provide a better measure of such a program than the measures used in this evaluation. (MSE)

ED 261 535 FL 015 194

Amoriggi, Helen D.; Gefteas, Deborah J.
Affective Considerations in Bilingual Education: Problems and Solutions.
InterAmerica Research Associates, Rosslyn, Va.; National Clearinghouse for Bilingual Education, Rosslyn, VA.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- Jun 81
NOTE- 62p.
CONTRACT- NIE-400-80-0040
AVAILABLE FROM- National Clearinghouse for Bilingual Education, 1555 Wilson Boulevard, Suite 600, Rosslyn, VA 22209.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Achievement; Affective Objectives; *Bilingual Education; Classroom Techniques; Community Involvement; Cultural Pluralism; *Curriculum Development; *Individual Development; Inservice Teacher Education; Instructional Materials; *Limited English Speaking; Material Development; Parent Participation; *Self Concept; *Student Attitudes; Teacher Attitudes
IDENTIFIERS- *Diversity (Student)

Problems related to the self-concept of the bilingual child and a variety of solutions to the problems are the subject of this paper. An introductory section briefly examines the nature of the self, the role of significant others in self development, the relationship between self-concept and school achievement, and teacher attitudes and self concept. Subsequent sections address four areas identified from the literature as those in which recurring self-concept development problems occur in this population: cultural diversity, teacher and staff attitudes, affective development in the classroom, and parent and community involvement. Solutions are offered in these areas in the form of suggestions for curriculum and material development, educational strategies, teacher training, and improvement of home-school relationships. Specific materials and activities are suggested. A bibliography is included. (MSE)

ED 261 536 FL 015 195

Chamot, Anna Uhl; Stewner-Manzanares, Gloria

A Review of Current Literature on English as a Second Language. Part C Research Agenda.

InterAmerica Research Associates, Rosslyn, Va.; National Clearinghouse for Bilingual Education, Rosslyn, VA.

SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- Mar 85
NOTE- 116p.; For related documents, see FL 015 196 and 199.
CONTRACT- 300-84-0166
AVAILABLE FROM- National Clearinghouse for Bilingual Education, 1555 Wilson Boulevard, Suite 600, Rosslyn, VA 22209.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Classroom Techniques; *Course Organization; Curriculum Design; Databases; Educational Strategies; Elementary Secondary Education; *English (Second Language); *Instructional Materials; Language Research; Learning Theories; *Second Language Learning

An annotated bibliography of 224 items drawn from the literature on instruction in English as a second language (ESL) includes citations from bibliographic databases (Educational Resources Information Center, Bilingual Education Bibliographic Abstracts, Bilingual Research On-Line, and Microcomputer Courseware Resource On-Line), professional journals, and other publications in the field. The items are listed in four categories: ESL instructional approaches, ESL curriculum organization, ESL instructional materials, and language learning theories. The items were selected according to criteria of applicability to K-12 education, current use of the approach in ESL classrooms in the United States, inclusion of the approach in ESL teacher training curricula, and relevance to current language learning theory. The citations contain information about the title, author, source, publication date, publication type, length, target grade levels, approach, theory, item content, student characteristics addressed, teacher requirement for use, skill or concept addressed, and proficiency level targeted. (MSE)

Chamot, Anna Uhl; Stewner-Manzanares, Gloria

A Synthesis of Current Literature on English as a Second Language: Issues for Educational Policy. Part C Research Agenda.

InterAmerica Research Associates, Rosslyn, Va.; National Clearinghouse for Bilingual Education, Rosslyn, VA.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- Mar 85
NOTE- 63p.; For related documents, see FL 015 195 and 199.
CONTRACT- 300-84-0166
AVAILABLE FROM- National Clearinghouse for Bilingual Education, 1555 Wilson Boulevard, Suite 600, Rosslyn, VA 22209.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Classroom Techniques; Curriculum Design; *Educational Policy; *English (Second Language); *Instructional Innovation; Instructional Materials; Language Research; Learning Processes; Learning Theories; Literature Reviews; Media Selection; Program Design; Research Needs; *Second Language Learning; *Student Characteristics

A review of the literature on instruction in English as a second language (ESL) looks at four areas of ESL instruction individually and then derives conclusions and recommendations from those areas. The first area, ESL instructional approaches, includes discussion of the educational benefits of current ESL instructional approaches (audiolingual method, innovative techniques such as the Silent Way and Suggestopedia, communicative approaches, and cognitive and content-based approaches), second language learning theories, and practical and theoretical issues in ESL instructional approaches. The second area, program organization issues, looks at ESL within bilingual education programs, separate ESL-only programs, immersion programs, and ESL classroom organizational patterns. The third area, student characteristics and second language learning, focuses specifically on age and development, cognitive style, motivation and attitudes, and sociocultural/ethnolinguistic and environmental characteristics. The fourth area concerns the determination of the appropriateness of ESL instructional materials. Recommendations are made for each of these areas and for further ESL research in general. (MSE)

ED 261 538 FL 015 197

Dannenberg, Arlene C.
Handbook for Transitional Bilingual Education Parent Advisory Councils. Revised Edition. Part C Research Agenda.
Institute for Responsive Education, Boston, Mass.
SPONS. AGENCY- Massachusetts State Dept. of Education, Boston. Bureau of Transitional Bilingual Education.
PUB DATE- 84
NOTE- 126p.
AVAILABLE FROM- National Clearinghouse for Bilingual Education, 1555 Wilson Boulevard, Suite 600, Rosslyn, VA 22209.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrative Organization; *Advisory Committees; *Bilingual Education; Communication Skills; Federal Programs; Group Membership; Guides; Information Needs; Interpersonal Communication; Limited English Speaking; Meetings; *Organizational Effectiveness; *Parent Participation; Program Development; State Surveys; *Transitional Programs
IDENTIFIERS- Massachusetts

This handbook on the advisory and decision-making aspects of parent involvement provides information and skill-building activities to help parents establish, maintain, and increase the effectiveness of parent advisory councils (PAC) for bilingual education programs in Massachusetts. Chapter 1 describes the legal background and the basic structures of bilingual parent advisory councils, and gives an overview of the three stages of development. Chapter 2, on establishing a PAC, includes information on building community suport, group member roles, needed communication skills, making meetings effective and interesting, necessary organizational tasks, and getting needed information and resources. Chapter 3, on maintaining a PAC, focuses on needs assessment, improving the group's effectiveness, the roles of school officials with whom the PAC will work, and techniques for communicating effectively with school administrators. Chapter 4, on increasing PAC effectiveness, deals with action planning and institutionalization of the PACs. Chapter 5 is a working resource guide for each local community. Each chapter includes a list of additional resources. (MSE)

ED 261 539 FL 015 199

Chamot, Anna Uhl; Stewner-Manzanares, Gloria

A Summary of Current Literature on English as a Second Language. Part C Research Agenda.

InterAmerica Research Associates, Rosslyn, Va.; National Clearinghouse for Bilingual Education, Rosslyn, VA.

SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

PUB DATE- Mar 85

NOTE- 154p.; For related documents, see FL 015 195 and 196.

CONTRACT- 300-84-0166

AVAILABLE FROM- National Clearinghouse for Bilingual Education, 1555 Wilson Boulevard, Suite 600, Rosslyn, VA 22209.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *Classroom Techniques; *Course Organization; Elementary Secondary Education; *English (Second Language); Instructional Innovation; *Instructional Materials; Interviews; *Learning Theories; Literature Reviews; Media Selection; *Second Language Learning; Student Characteristics; Teaching Methods

As part of a larger study of instructional issues for English as a second language (ESL), current literature is reviewed and summarized in four major areas affecting the teaching and learning of ESL in grades K-12: ESL instructional approaches, patterns of curriculum organization, instructional materials, and language learning theories. In the first section, thirteen approaches are reviewed: the audiolingual method, the Silent Way, the counseling-learning or community language learning approach, suggestopedia, the language experience approach, the new concurrent approach, total physical response, the notional-functional syllabus, communicative approaches, strategic interaction, the natural approach, cognitive approaches, and content-based approaches. The second section examines three program-level organizational strategies (ESL within bilingual programs, ESL-only programs, and ESL immersion) and classroom-level organization. The section on instructional materials looks at elementary level, secondary level, and teacher-oriented materials. The language learning theories reviewed include the biological/neurological theory, cognitive theories, and socio-affective theories. References are provided for each subsection in the report. (MSE)

DOCUMENT RESUME

ED 261 540 FL 015 200

Crespo, Orestes I., Comp.; Louque, Patricia, Comp.
Parent Involvement in the Education of Minority Language Children. A Resource Handbook.
InterAmerica Research Associates, Rosslyn, Va.; National Clearinghouse for Bilingual Education, Rosslyn, VA.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
REPORT NO.- ISBN-0-89763-104-8
PUB DATE- 84
NOTE- 83p.
CONTRACT- 400-80-0040
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Bibliographies; *Bilingual Education Programs; Community Involvement; Educational Policy; Elementary Secondary Education; *Federal Programs; Information Sources; *Limited English Speaking; Minority Group Children; *Parent Education; *Parent Participation; *Public Agencies
IDENTIFIERS- *Elementary Secondary Education Act Title VII

A resource handbook is presented that provides an overview of parent and community involvement to assist local and state education agencies, higher education institutions, and other nonprofit organizations in enhancing the partnership between school and home for the benefit of minority language group students. The guide covers the following topics: establishing and maintaining effective parent and community involvement, Title VII programs, the Federal bilingual education Part C research agenda, and related resources. The section on Title VII programs with an emphasis on parent training describes the related legislation and parameters for capacity-building (basic) grants, demonstration projects, and parent training programs, also listing them by state. The section on program implementation cites three examples of parent training programs. The section on the Part C research agenda outlines the perceived research needs and summarizes a study of parental involvement in four Federal education programs. The section on resources gives the addresses of Title VII resources (bilingual education multifunctional support centers; evaluation, dissemination and assessment centers; the National Clearinghouse for Bilingual Education, and state education agencies) and other associations, organizations, and institutes. A bibliography of relevant journal articles from 1979-83 is appended. (MSE)

ED 261 541 FL 015 201

Provenzano, Johanna Z., Ed.
Promising Practices: A Teacher Resource (Grades K-3).
National Clearinghouse for Bilingual Education, Rosslyn, VA.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
REPORT NO.- ISBN-0-89763-108-0
PUB DATE- 85
NOTE- 101p.
CONTRACT- 400-80-0040
AVAILABLE FROM- National Clearinghouse for Bilingual Education, 1555 Wilson Boulevard, Suite 600, Rosslyn, VA 22209.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Bilingual Education; *Class Activities; *Classroom Techniques; Educational Games; Evaluation Methods; Lesson Plans; *Limited English Speaking; *Planning; Primary Education; Resource Materials; *Student Evaluation; Teaching Methods; Units of Study

A collection of promising instructional practices for teachers of limited-English-speaking primary grade students is organized as a series of lessons on planning, classroom management, teaching procedures, and evaluation in a variety of content areas. Examples of basic learning activities intended to serve as a framework for teacher experimentation and innovation in the classroom are provided for each lesson. The lesson topics include: developing community awareness through various media, setting the table, individualizing social studies, the sea environment and animals, faces, conversation with an imaginary character, poems for fun, a Thanksgiving play, a science experiment using macaroni, experimentation with mirrors, baking gingerbread cookies, making tangrams, creative word lists, art and creative thinking through the Thumbelina story, training in small group work, making paper bag puppets, making introductions, making native American teepees,

math dictation, word and guessing games, brainstorming, clothing identification, making collages, structured reading, learning alphabetical order, rhyming, making a scarecrow, developing test-talking skills, weather, tossing and catching games, paper dolls, and word and letter identification. A checklist is appended for teachers to use in evaluating their lesson plans. (MSE)

ED 261 542 FL 015 210

Matsumoto, Yu
Acquisition of Some Japanese Numeral Classifiers: The Search for Convention.
Stanford Univ., Calif. Dept. of Linguistics.
PUB DATE- Aug 85
NOTE- 9p.; Papers and Reports on Child Language Development, Volume 24, p79-86, Aug 1985. For related documents, see FL 202-209 and 211-217.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Language; Cognitive Mapping; *Form Classes (Languages); *Japanese; *Language Acquisition; *Language Patterns; Morphology (Languages); *Numbers; Semantics; Vocabulary Development; Young Children

Two studies of the innovative semantic distinctions and innovative uses before the acquisition of conventional number classifiers by young Japanese children (aged 5-7 years) are discussed. The findings suggest that lexical acquisition is an intricate process which often requires more than simple mappings of forms onto categories, and that children's search for convention is very persistent. Children often conform to convention by modifying and refining their semantic categories on the basis of input data even though they have already mapped the items onto "good" conceptual categories, and they seem to continue their search for convention long after they have attained good productive control over the items, and when there is no communicative need to persist. (MSE)

ED 261 543 FL 015 211

Oviatt, Sharon L.
Tracing Developmental Change in Language Comprehension Ability Before Twelve Months of Age.
Stanford Univ., Calif. Dept. of Linguistics.
PUB DATE- Aug 85
NOTE- 9p.; Papers and Reports on Child Language Development, Volume 24, p87-94, Aug 1985. For related documents, see FL 202-210 and 212-17.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Language; Developmental Stages; *Infants; Intellectual Development; *Language Acquisition; *Listening Comprehension; *Receptive Language; *Recognition (Psychology); Vocabulary Development
IDENTIFIERS- *Referents (Linguistics)

A study of children's recognitory comprehension, the rudimentary ability to begin decoding the content of language, at the end of the first year had as subjects 36 infants aged 10.5, 11.5, and 12.5 months. In an examination of monthly developmental change in their ability to comprehend newly introduced referential terms, the children were exposed to toys, displayed under lights and available for manipulation, as well as the toys' names. Target questions about the toy and control questions using nonsense words were asked of the children. The process was videotaped. The proportion of time the child fixated the target toy out of the total time spent fixating all the toys was calculated for the question intervals. The infants were able to recognize the referent of an object name after a brief, naturalistic language exposure. This ability probably constitutes the beginning of the capacity to learn the conventionalized referential meaning of language. The findings suggest that this age range, although small, represents a period of rapid development of lexical recognition. The findings are consistent with cognitive theories of intellectual development. (MSE)

ED 261 544 FL 015 212

Pfaff, Carol W.

The Problem of Plurifunctionality in Bilingual Language Acquisition.

Stanford Univ., Calif. Dept. of Linguistics.

PUB DATE- Aug 85

NOTE- 10p.; Papers and Reports on Child Language Development, Volume 24, p95-103, Aug 1985. For related documents, see FL 202-211 and 213-17.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bilingualism; *Child Language; Children; *Cognitive Development; Comparative Analysis; Function Words; German; *Grammar; Immigrants; *Interlanguage; *Language Acquisition; Nouns; Second Language Learning; Transfer of Training; Turkish
IDENTIFIERS- West Germany (Berlin)

A study of the acquisition of Turkish and German by immigrant children in West Germany addressed three issues: (1) the role of cognitive development and age of learning in the process of language acquisition, (2) the role of transfer between languages, and (3) the effects of greater or lesser contact with native speakers of the two languages being acquired. The examination focused on the nominal reference system characterized by plurifunctionality and syncretism. Data were drawn from two cross-sectional studies of bilingual immigrant children in West Berlin in which the sociopolitical setting is considered along with the psycholinguistic investigation. The age groups were 8-15 years and 5-12 years. Monolingual German and Turkish control groups were used in the second study. The children's production of definite and indefinite markers during lengthy interviews using a variety of psycho- and sociolinguistic methodologies was analyzed. The data suggest that, while the individual learner's approach to plurifunctional items is systematic, individual interlanguage systems differ from each other. Further research into the points at which the various functions of plurifunctional items become the focus for individual learners is recommended. (MSE)

ED 261 545   FL 015 213

Plunkett, Kim
Learning Strategies in Two Danish Children's Language Development.
Stanford Univ., Calif. Dept. of Linguistics.
PUB DATE- Aug 85
NOTE- 12p.; Papers and Reports on Child Language Development, Volume 24, p105-14, Aug 1985. For related documents, see FL 202-212 and 214-17. GEO-Denmark
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Child Language; *Cognitive Development; *Individual Differences; Infants; *Language Acquisition; *Learning Strategies; Longitudinal Studies; *Social Development; Toddlers

A longitudinal study, intended to produce a profile of the relationship between cognitive, social, and linguistic development in Danish children, had as subjects a boy and a girl aged 11 and 8 months, who were observed until they reached age 3. Naturalistic language used by the children and their parents, videotaped during regular visits, was analyzed for utterance length and vocabulary and for changes in these factors over time. Significant individual differences could not be explained by simple applications of cognitive theory. Application of a theoretical framework that distinguishes between analytic and holistic processing strategies to explain similarities and differences between the children puts into question the surface validity of some of the objective measures used in language development research. It is suggested that individual differences in development demand a more refined approach than the generalist approaches used in recent years. (MSE)

ED 261 546 FL 015 214

Pye, Clifton
The Acquisition of Transitivity in Quiche Mayan.
Stanford Univ., Calif. Dept. of Linguistics.

PUB DATE- Aug 85
NOTE- 9p.; Papers and Reports on Child Language Development, Volume 24, p115-22, Aug 1985. For related documents, see FL 202-213 and 215-17.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Child Language; *Language Acquisition; *Learning Processes; Morphology (Languages); *Quiche; Syntax; Toddlers; *Verbs

A study of the awareness of verb transitivity in the spontaneous speech of two two-year-old native speakers of Quiche was accomplished by examining three factors: transitive terminations given to verbs, subject markers on the verbs, and syntax. The first was studied by counting the number of transitive verbs used with both transitive and intransitive terminations and studying the error patterns. The results indicated an extremely early control of verb transitivity with little of the overgeneralization seen with other forms. The second factor was examined through error patterns in subject agreement, which provided less rich but supporting evidence for early grasp of transitivity. The third factor, syntax, was found to be less easy to assess because of the relative absence of non-focused, non-emphatic noun phrases in Quiche. However, some evidence supporting early acquisition of transitivity was found in the children's utterances. The early acquisition of this awareness is somewhat surprising in light of the relative lack of evidence of transitivity in adult speech in Quiche. (MSE)

ED 261 547 FL 015 215

Stromswold, Karin; And Others
Cues for Understanding the Passive Voice.
Stanford Univ., Calif. Dept. of Linguistics.
PUB DATE- Aug 85
NOTE- 10p.; Papers and Reports on Child Language Development, Volume 24, p123-30, Aug 1985. For related documents, see FL 202-214 and 216-17.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Child Language; College Graduates; Comparative Analysis; *Comprehension; *Context Clues; *Grammar; *Language Acquisition; Preschool Children; Sentence Structure; *Verbs
IDENTIFIERS- *Passive Voice

Two experiments were conducted on the use and combination of three cues that differentiate active from passive verbs: a form of the auxiliary "be," the morphology of the passive participle of the verb, and the case-making preposition "by." In the first experiment, 59 children aged 2.9 to 5.10 years were asked to interpret sentences with one, two, three, or no passive cues. Eight reversible action verbs were used, half of which have passive participles different from the simple past tense (homophonic) and half of which have passive participles identical to the simple past tense forms (unique). The children were asked to act out with toy animals the sentences given to them, first with intransitive practice sentences and then with the test sentences. Although it was expected that the unique passive participles would be better cues for passive than homophonic participles, no significant difference was found except in one five-way interaction of factors. The second experiment used college graduates and an almost identical procedure to determine whether the more mature children were interpreting the sentences as adults would. Results suggest that even when children interpret passive sentences correctly, they may not be processing them the way adults do. (MSE)

ED 261 548 FL 015 216

Suzman, Susan M.
Learning the Passive in Zulu.
Stanford Univ., Calif. Dept. of Linguistics.
PUB DATE- Aug 85
NOTE- 8p.; Papers and Reports on Child Language Development, Volume 24, p131-37, Aug 1985. For related documents, see FL 202-215 and 217.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Age Differences; *Child Language; Cognitive Development; *Grammar; *Language Acquisition; Learning Processes; Toddlers; *Verbs
IDENTIFIERS- *Passive Voice; *Zulu

A study of the late acquisition of the passive in Zulu used data from transcripts of naturalistic speech gathered in a longitudinal study of several children's speech development between 1.10 and 3.6 years of age. It was hypothesized that the productivity of the passive construction in Zulu is a factor facilitating acquisition. A range of passivizing noun phrases were found in the data, and their relationships were expressed in wh-question routines initiated by the adult. The combination of the productivity of the passive and the extension of the passive form into wh-subject questions expressing recipient-of-action relations appears to influence early acquisition. Unlike some other languages, Zulu appears to have the right combination of factors for encouraging children to learn the passive. The findings suggest that late acquisition of the passive in other languages be reconsidered in light of a little-examined "got"-passive, which parallels the more commonly studied "be"-passive. It is suggested that the former may be very important in young children's speech, expressing adversitive passive situations, and that its early use may contribute to the late acquisition of the latter passive form. (MSE)

ED 261 549 FL 015 217

Wexler, Kenneth; Chien, Yu-Chin
The Development of Lexical Anaphors and Pronouns.
Stanford Univ., Calif. Dept. of Linguistics.
PUB DATE- Aug 85
NOTE- 13p.; Papers and Reports on Child Language Development, Volume 24, p138-49, Aug 1985. For related documents, see FL 202-216.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Language; English; *Language Acquisition; Linguistic Theory; *Pronouns; *Sentence Structure; *Syntax; Young Children
IDENTIFIERS- Anaphora; *Referents (Linguistics); *Reflexives

Two studies examined the development of major properties of reflexives and pronouns in English language acquisition by applying the theory of binding of reflexives and pronouns to potential antecedents in the sentence. The children ranged in age from 2.6 to 6.6 years. In the first experiment, the children were presented with two pictures and were asked which corresponded to a specific possessive construction. The constructions used either a reflexive sentence or a pronoun sentence, each having a different antecedent. The second exeriment used the same task, but with test sentences containing an additional prepositional construction. The third study used an acting-out task similar to a Simon-says game, adding linguistic complexity. The results suggest that children acquire the structural principles governing reflexives gradually and steadily, but that even at the upper end of this age range, they commit many violations of the principles governing pronouns and they show very little improvement from the youngest to the oldest. The findings suggest that, while the essential grammatical knowledge exists in children from an early age, the pragmatic factors are learned later, and performance subsequently improves. This supports the lexical learning hypothesis and a simpler theory of binding. (MSE)

Morris, Michele R.; Verdaguer, Pierre

Language Training at the Secondary Level: Linguistic and Cultural Foundation.

PUB DATE- Nov 84

NOTE- 21p.; Two-part paper presented at the joint meeting of the American Association of Teachers of French and the American Council on the Teaching of Foreign Languages (Chicago, IL, November 17, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Articulation (Education); College School Cooperation; College Second Language Programs; *Cultural Images; Culture; Educational Objectives; *French; Higher Education; Secondary Education; *Second Language Instruction; *Stereotypes; *Student Placement; Surveys; Teacher Attitudes

Two papers concerning secondary school language training are presented. "Foreign Language Training: Bridging the Gap between High School and College," by Michele R. Morris, outlines some of the problems of high school-college second language articulation from the point of view of a college teacher. Student placement in college foreign language courses is pinpointed as a primary problem area, and statistics from one university's placement process are presented to illustrate screening inadequacies. The problems most often encountered in placement tests and in subsequent meetings with students in class are found to be in aural comprehension, syntax, morphology, and pronunciation. It is recommended that college teachers be somewhat less ambitious and allow the students to learn thoroughly and accurately at first, increasing content later and including more authentic documents. "Cultural Stereotypes: A Schizophrenic Vision of Modern France. A Survey of High School Teachers of French," by Pierre Verdaguer, reports the results of a survey of secondary school teachers in the Washington, District of Columbia area concerning the extent, the forms, and the reasons for stereotypical misconceptions about modern French culture. (MSE)

ED 261 551 FL 015 222

English Teaching Profile: Mexico.

British Council, London (England). English Language and Literature Div.

PUB DATE- Jun 85
NOTE- 18p.; Update of ED 231 207.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accreditation (Institutions); Creative Writing; Educational Administration; Elementary Secondary Education; *English (Second Language); Foreign Countries; *Instructional Materials; *Language Attitudes; Language Proficiency; Language Research; *Language Role; Professional Associations; Program Development; Testing
IDENTIFIERS- *Mexico

A profile of the extent of English usage and instruction in Mexico gives an overview of the following elements: its role and status alongside Spanish and within the educational system at all levels; teacher education; program accreditation; required reading skills; the supply and professional support of English teachers; the type and availability of instructional materials; educational administration and planning related to English teaching; English instruction outside the educational system; British and American support for English instruction; British commercial opportunities for production of books, videotapes, computer hardware and software, and courses; creative writing; and current language research. The conclusion is that English remains the most important foreign language in Mexico, and that its future is assured as long as American economic influence continues. It is suggested that if British English is to maintain its importance, the British role in English language instruction must be augmented. (MSE)

Sanchez, James Joseph; And Others
Bibliography of Universally Available Curriculum Materials for the Chinese Language. Bibliography 8.
Tucson Applied Linguistics Group, AZ.
PUB DATE- Jun 85
NOTE- 16p.
AVAILABLE FROM- Tucson Applied Linguistics Group, 2615 S. Mission, Tucson, AZ 85721.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Art Song; *Chinese; Course Descriptions; Dialects; Dictionaries; Difficulty Level; Handwriting; *Ideography; *Information Sources; *Instructional Materials; *Languages for Special Purposes; Linguistics; Multilingual Materials; Second Language Instruction; Vocabulary
IDENTIFIERS- Orthography

An annotated bibliography of curriculum materials for the Chinese language consists of 81 items universally available through the Educational Resources Information Center (ERIC) or the National Technical Information Service (NTIS). The materials concern the teaching of Mandarin, Cantonese, and Foochow, and relate to the following topics: scientific and technological vocabulary (automation, computer technology, aviation and space, electronics, telecommunications, physics, rocketry, radio); bilingual education; Chinese language and culture for speakers of other languages; calligraphy as an instructional strategy; dialect glossaries and vocabularies; the Chinese calendar and telegraphic code; language course outlines and modules; dictation materials; oral language; art history; sociology and anthropology; Pinyin romanization; standard term translation; linguistics; children's songs; vocabulary for newspaper and periodical readers; the writing system; Chinese New Year; literary instruction; and business communication. (MSE)

ED 261 553 FL 015 224

Hughes, Linda; Nahmani, Lois

An Annotated Guide of Available Films. English for Speakers of Other Languages (ESOL) Secondary Centers. Beginning and Intermediate Levels.

Prince George's County Public Schools, Upper Marlboro, Md.
PUB DATE- 81
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adolescents; Animals; Biographies; Career Education; *Class Activities; Creative Writing; Cultural Education; Daily Living Skills; *English (Second Language); Filmographies; *Film Study; Food; Geography; Grammar; History; *Instructional Films; Literature; Sciences; Secondary Education; Second Language Instruction; Study Skills

This guide to films appropriate for junior and senior high school classes of English as a second language (ESL) includes general comments on the use of films in ESL instruction, notes on how to use the film guide, an outline of procedures and class activities for the presentation of films, and an annotated filmography. The films are listed in two categories: those emphasizing content (animals, biography, American culture, global culture, minority youth culture, food, American geography, history, science, fables and folktales, general stories, and teenage stories) and those emphasizing skills (career education, creative writing, grammar, study skills, and survival skills). Feature length films and films without narration are also listed. Many entries include information about the film's length, date, and recommended level and a brief annotation. (MSE)

ED 261 554 FL 015 225

Brill, Charlotte; And Others

Elementary ESOL Center Program - Beginning Level, K-6. English for Speakers of Other Languages (ESOL). A Curriculum Guide.

Prince George's County Public Schools, Upper Marlboro, Md.

PUB DATE- 79

NOTE- 48p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Course Content; *Cultural Awareness; Curriculum Guides; Educational Objectives; Elementary Education; *English (Second Language); *Form Classes (Languages); *Grammar; Itinerant Teachers; Language Skills; Limited English Speaking; Resource Materials; Second Language Instruction; *Units of Study

This elementary school, introductory level curriculum guide for English as a second language (ESL) contains information on the program's educational objectives and philosophy, outlines for 10 units on basic elements of grammar, and appendixes. Each unit outline includes a listing of structural items, cultural concepts, notes on pronunciation and auditory discrimination, lexical items, classroom activities, and notes for coordinating instructional materials. The appended materials include a section on integrating ESL instruction with classroom curriculum, a list of resources, suggestions for the itinerant teacher, and notes on class scheduling. (MSE)

DOCUMENT RESUME

ED 261 555 FL 015 228

Falk, Lillian; And Others
Elementary ESOL Center Program - Intermediate Level, K-6. English for Speakers of Other Languages (ESOL). A Curriculum Guide.
Prince George's County Public Schools, Upper Marlboro, Md.
PUB DATE- 80
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Course Content; *Cultural Awareness; Curriculum Guides; Educational Objectives; Elementary Education; *English (Second Language); *Form Classes (Languages); [illegible] Language Patterns; Limited English Speaking; Resource Materials; Second Language Instruction; *Tenses (Grammar); *Units of Study; Vocabulary

This elementary school, intermediate level curriculum guide for English as a second language (ESL) contains introductory sections on the program's educational objectives and philosophy, outlines for 10 units on basic elements of grammar, and an appendix. Each unit outline includes a listing of structural items, cultural concepts, lexical items, and detailed classroom activities. An appended list of resources includes items in these categories: basic texts, professional texts, pronunciation and intonation, vocabulary development, reading, composition, children's literature, books about the District of Columbia, audiovisual aids, and records and tapes. (MSE)

ED 261 556 FL [illegible]

English Teaching Profile: Italy.
British Council, London (England). English Language and [illegible]
Div.
PUB DATE- Jul 85
NOTE- [illegible]p.; Update of ED [illegible]
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - [illegible] (141)
DESCRIPTORS- *Agency Role; Conferences; [illegible]; Elementary Secondary Education; Employment Opportunities; English (Second Language); Foreign Countries; Higher Education; Instructional Materials; International [illegible]; Language Research; *Language Role; *Language Teachers; Professional Associations; *Program Descriptions; Research [illegible]; Resource Materials; Scholarly Journals; Teacher Education; [illegible]
IDENTIFIERS- *Italy

This profile, in outline form, of the English language situation in Italy discusses the role of English in society and in the educational system. The following topics are covered: a description of the role and status of English as the principal foreign language in the country; the place of English within the educational system at all levels from elementary school through university, including recognition of foreign qualifications, out-of-school English instruction, school examinations, [illegible], and textbooks; English teachers at all levels, their training, and their professional associations and conferences; instructional materials support; educational administration and planning in relation to English teaching; English instruction outside the educational system; British, American, and other agency support for English instruction; comments on opportunities [illegible] writing; current developments and linguistic research projects; and a list of additional information sources. A concluding statement suggests that the situation of English in Italy is changing [illegible], with rising but different standards in the north and south. The British Council's efforts in teacher education is the biggest single contribution to instructional improvement within the state system. (MSE)

ED 261 557 FL [illegible]

Santiago, Alfonso O.
The Elaboration of a Technical Lexicon of Pilipino.
PUB DATE- 79
NOTE- 261p.; Ph.D. Dissertation, Ateneo de Manila University-Philippine Normal College Language
Consortium.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143); Dissertations/Theses -
Doctoral Dissertations (041)
DESCRIPTORS- Attitude Measures; Biology; Chemistry; English; Language
Planning; *Languages for Special Purposes; *Language
Standardization; *Lexicography; *Linguistic Borrowing; Mathematics;
Medicine; Physics; Scientists; Sciences; Student Attitudes; Surveys;
*Tagalog; Teacher Attitudes; *Vocabulary

A research project investigated language users' attitudes toward different possibilities in the development of a scientific lexicon for Tagalog. A survey was taken of 300 college students, 300 professors, and 300 practitioners in the fields of medicine, biology, chemistry, physics, and mathematics in the Manila metropolitan area. These 900 subjects were classified into two linguistic groups: native and non-native speaking Tagalog. The focus was on their choice among these lexicon options: (1) getting the exact or near equivalent of the English term from current Tagalog; (2) borrowing directly from English, either without spelling alteration or with spelling alteration to conform to the Abakada alphabet; (3) borrowing from Spanish, with or with spelling alteration; and (4) using the proposed coinages of the National Science Development Board, obtained not by borrowing from the Philippine vernaculars, coining or through the revival of archaic terms, especially from Tagalog. English and Tagalog versions of the questionnaire were randomly distributed to protect against context sensitivity. Each discipline's lexicon included 20 technical terms. Option 1 was the most preferred, with 2a (with spelling alteration) and 2b (without spelling alteration) competing for second place. Identical preference patterns were found in each of the discipline groups and in each linguistic group, but the native-Tagalog/non-native-Tagalog distinction was not significant. A procedure for developing a scientific lexicon based on these results is recommended. (MSE)

ED 261 550 FL 015 230

Modern Languages for Communication. New York State Syllabus. Draft.
New York State Education Dept., Albany. Bureau of Foreign Languages Education.
PUB DATE- 85
NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Communicative Competence [illegible] Course Descriptions; Cultural Awareness; *[illegible] Development; Educational Objectives; Elementary Secondary Education; *Language Proficiency; Language Skills; Lesson Plans; Modern Language Curriculum; *Second Language Instruction; State Curriculum Guides; *State Standards; Statewide Planning
IDENTIFIERS- *New York

The syllabus for New York State's elementary and secondary education second language programs is intended to inform local school district personnel about the characteristics of successful programming and provide a framework for development, management, and implementation. It specifies educational goals and components of the intended learning outcomes in terms of the students' anticipated ability to communicate in the second language at three different points in the program. [illegible] chapters on the philosophy behind the curriculum, [illegible] modern language education goals, the suggested framework for developing a communicative curriculum, general components of communicative proficiency, the topics, situations, language function, and proficiencies in listening, speaking, reading, writing, [illegible] that are seen as the components of communication, and [illegible] of local and state program development, [illegible] development, the instructional techniques. A sample lesson [illegible]

ED 261 550 FL 015 [illegible]

Sridhar, Kamal K.
Sociolinguistic Issues in Non-Native Varieties of English.
PUB DATE- 85
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) -- [illegible]
Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Dialect Studies; *English (Second Language); *Language Classification; Language Research; *Language Usage; *Language Variation; Linguistic Theory; Pidgins; Sociocultural Patterns; *Sociolinguistics

A careful study of second language varieties (SLVs) of English, which have not yet entered the mainstream of sociolinguistic research because of neglect and misunderstanding, shows that they are qualitatively different from the categories recognized in current sociolinguistic typology. SLVs provide some of the clearest evidence of sociocultural determination of language variation, at both micro- and macro-levels. An adequate account of these varieties calls for the descriptive techniques and explanatory power of the variationist, interactionist, and sociology of language paradigms within sociolinguistic theory. [illegible] of their acquisition and their viability as modes [illegible] argue for a reevaluation of some of the traditional assumptions about second language acquisition and [illegible]

ED 261 560 FL 015 247

Chitoran, Dum[illegible]
Internat[illegible] Contrastive Projects, [illegible]
Buchar[illegible] Papers. [illegible]
Contr[illegible] Analysis Project.
PUB DATE- [illegible]
NOTE- [illegible]
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) [illegible]
Proceedings (021)
DESCRIPTORS- *Contrastive Linguistics; English; *Error Analysis (Language); Finnish; [illegible] (Second Language); [illegible] Hungarian; Language Research; Lexicology; Linguistic Theory; Mandarin Chinese; *Research Methodology; Romanian; Russian; *Semantics; Serbocroatian; *Syntax

A collection of 50 conference papers is presented as reflecting the state of the art in contrastive linguistic analysis of English and other languages. The reports cover the following topics: 7 English contrastive projects (Romanian-English, [illegible] Serbo-Croatian English, English-Hungarian, and Finnish-English analysis, and a project from the International Hasselt Conference); 8 papers on approaches to contrastive linguistics in such areas as negation, interrogation, emphasis, perceptual constructions and prenominal modification, [illegible] and "factual" analysis, [illegible] theory, the semantics of false pair analysis, modality and [illegible], and intonation in languages including German and [illegible]; 11 papers concerning analysis of syntax and semantics in languages including Romanian, Mandarin Chinese, and Slavic languages [illegible] and [illegible] papers on lexicology and error analysis in [illegible] such as pluralization, singularization, countability, [illegible] verb derivation, deceptive cognates, cases in [illegible] texts, Romanian and English slang, and prosodic elements in languages including [illegible], German, Russian and [illegible].

ED 261 561 HE [illegible]

Timothy [illegible]

The Ricks College Study Skills Course: [illegible] Relationship to Difficulty of Selected Courses and Achievement.

PUB DATE- Oct 84

NOTE- [illegible] Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association ([illegible], Jackson Hole, WY, October 4-6, 1984).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143); Speeches/Conference Papers, "Papers Presented at [illegible] (150)

DESCRIPTORS- *Academic Achievement; *College Credits; *College Students; *[illegible]; Higher Education; Institutional Research; *Study Skills

IDENTIFIERS- *Ricks College ID

Differences between Ricks College students [illegible] course and a control group were assessed [illegible] difficulty of students' semester load and credit load, [illegible] Data on students applying for graduation in [illegible] were analyzed by semester. Over four semesters, difficulty of courses was similar for both groups of students on both total [illegible] credit load. For both groups of students, the average course [illegible] was higher for a second semester course than [illegible] semester course. Compared to nonparticipants, students who completed the study skills course had higher achievement after taking the study skills course and had lower achievement during the semester following the study skills course. During the fourth semester, the study skills group took significantly more difficult classes [illegible] than did the control group. It is concluded that the difficulty of courses selected by students is not related to lower achievement [illegible] the study skills course. [illegible] might be pursued in further research include course [illegible] reasons for taking the study skills course. (SW)

ED 261 5[illegible]　　HE 017 988

Young, Mary A.
Institutional Planning for Non-Traditional Students at a Rural State College.
PUB DATE Oct [illegible]
NOTE 12p.; Paper presented at the Annual Meeting of the [illegible] Rocky Mountain Educational Research Association ([illegible], Jackson Hole, WY, October 4-6, 1984).
LANGUAGE English
EDRS PRICE MF01/PC01 Plus Postage.
PUB TYPE Reports - [illegible] (141) -- Speeches/Conference Papers [illegible] (150)
DESCRIPTORS Adult [illegible] Students; Ancillary School Services; *Change Strategies; *College Planning; Curriculum Development; Higher Education; Institutional Advancement; Long Range Planning; *Nontraditional Students; [illegible] Relations; Rural Schools; State Colleges; Student [illegible]; Student College Relationship; *Student [illegible]; *Student Recruitment; Workshops

A workshop was used as a long-term planning method by a small, rural state college [illegible] to promote recruitment and services for nontraditional students (adults 25 years old or older). The first step was the review of current trends and conditions within the state and college by a committee composed of administrators, faculty, and nontraditional students. The workshop provided recommendations to improve recruitment of [illegible], as well as student services and the curriculum. Information was provided on key differences between traditional and nontraditional students, as well as conditions within the college that affect adult students (i.e., study areas, office hours, computer orientation). In addition to considering academic preferences of nontraditional students, workshop participants discussed [illegible] alterations that would benefit adult students. Two studies were presented: a survey on nontraditional students, and a survey of faculty members' views of the needs of nontraditional students. Included in this workshop report are a summary and analysis of the survey findings, short-term recommendations for public relations and institutional programs, and long-term recommendations for

acquisition/renovation, and [illegible]

ED 261 563 HE 018 169

Atkinson, Marquis J., [illegible]
The Best System: Black Humanistic and [illegible] (Save the Children).
PUB DATE- 85
NOTE- 24p.
AVAILABLE FROM- [illegible], P.O. [illegible], Frostburg, MD 21532 ($2.50).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides [illegible]
Non-Classroom Use [illegible] Reports - Descriptive [illegible] Program/Project Description [illegible]
DESCRIPTORS- *Academic Advising, Academic Persistence, *Black Culture, *Black Students, Black Studies, *College Students, Counseling Objectives, Cultural Pluralism, Higher Education, *Racial Identification, School Counseling, *School Holding Power, Social Structure, State Colleges, Student Development, *Student Organizations, World Affairs
IDENTIFIERS- *Frostburg State College MD

Assumptions concerning the American educational system's social structure and implications for blacks are discussed, and a Frostburg State College program that addresses academic and cultural retention needs for black students is described. The program, the Best System, includes features such as: offering black cultural history, using nontraditional admissions in favor of developmental academic advising and counseling, focusing on students' academic, social, and psychological needs, using competency-based tests that reflect student potential, advising black student organizations, and promoting campus/community human relations activities. The Best System addresses the realities of elitism, cultural monism, and world Americanization that are inherent in America's monocultural educational system. The system is based on a philosophy of internal separation/external integration, which involves: (1) a spirit of black collectivism and unity, (2) cultural pluralism, and (3) internationalism, which uses knowledge of international political realities and a sense of camaraderie of color to promote world humanization. Specific attention is directed to the following components of the Best System: academic advising/counseling and student organization advising. (SW)

ED 261 564 [illegible]

Olson, James C.; And Others
Toward the 21st Century. Report of the Citizens Commission for the Study of Higher Education in Nebraska.
Citizens Commission for the Study of Higher Education, Lincoln, NE.
PUB DATE- 17 Dec 84
NOTE- 77p.; Additional funding was provided by the Peter Kiewit Foundation of Omaha, the Cooper Foundation, Wood's Charitable Fund of Lincoln, the Edgar Reynolds Foundation of Grand Island and the Phelps County Community Foundation of Holdrege.
AVAILABLE FROM- Governor's Policy Research Office, P.O. Box 94601, Lincoln, NE 68509-4601.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; College Planning; College Role; Community Colleges; Degrees (Academic); Economic Climate; *Educational Finance; *Educational Quality; Enrollment Trends; Fiscal Capacity; *Governance; *Higher Education; Private Colleges; Research; Resource Allocation; State Colleges; *Statewide Planning; Technical Institutes; Tuition
IDENTIFIERS- Blue Ribbon Commissions; *Nebraska; Peer Institutions

A report on the future needs for higher education in Nebraska and the role of higher education in the state's economy is presented, based on the work of the Citizens Commission for the Study of Higher Education. The analysis focuses on the University of Nebraska, the state colleges, the technical community colleges, and the private institutions. Recommendations are offered concerning access, quality, efficiencies, the economy-quality of life, and governance. In addition to sketching the history of Nebraska's higher education, information is provided on: the roles and missions of the different sectors; the statewide distribution of degrees and formal awards; research activity, funding, and expenditures at the different institutions; public service activity, funding, and expenditures; enrollment distribution by level; first-time freshmen enrollment trends; enrollment trends in Nebraska and [illegible] states; state fiscal capacity and performance; tuition and fee charges; institutional revenues and expenditures; state appropriations by sector; and distribution of expenditures. Included as appendices are a list of faculty reference groups and peer institutions for technical community colleges and the University of Nebraska. The final issue of the commission's newsletter "The Challenge" (Vol. [illegible], June 13, [illegible]), providing a summary of implementation status for each of the 30 recommendations and the text of the commission's closing statement, is appended. (SW)

ED 261 565 [illegible] 018 165

Academic Challenges: University and High School Partnerships.
California State Univ., Long Beach. Office of the Chancellor.
PUB DATE- 84
NOTE- 27p.; Contains colored type on colored pages.
AVAILABLE FROM- California State Univ., Academic Program Improvement, Office of the Chancellor, 400 Golden Shore, Long Beach, CA 90802-4275 (free).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); College Bound Students; College Faculty; *College Preparation; *College School Cooperation; *Cooperative Programs; Course Content; *Curriculum Development; Educational Testing; English; Higher Education; High Schools; *Inservice Teacher Education; Mathematics Instruction; Multicampus Colleges; Science Instruction; Secondary Education; State Universities; Student Placement; Urban Areas
IDENTIFIERS- *California

Five partnership programs between California State University (CSU) campuses and high schools are described. The programs seek to improve high school students' preparation for college, with emphasis on articulation between the content of high school courses and the level of student performance expected in introductory university courses in the disciplines. Participating campuses are located at San Francisco, [illegible], Northridge, Los Angeles, and San Diego. All of the high schools are located in predominantly urban areas with high concentrations of ethnic minority students. One project, called the "learning bridge program," offers a model for addressing the gaps in high school-college relations in academic, administrative, and personal areas. Another project trains 23 high school mathematics instructors to explore new curricula in math, including materials from music, art, [illegible], and computer science. A writing project focuses on the English Placement Test, while a science project provides support for minority students and for science teachers. Finally, magnet programs seek to accelerate college preparatory learning. Evaluations of each type of project are included, along with conclusions concerning issues such as equality, access, and continuity. (SW)

Courseware Evaluation Checklist. Approved by American Council on Education's Commission on Educational Credit and Credentials at Its Meeting on September 24-25, 1984.
American Council on Education, Washington, D.C.
PUB DATE- Sep 84
NOTE- 17p.
AVAILABLE FROM- American Council on Education, Program on Noncollegiate Sponsored Instruction, One Dupont Circle, Suite 20, Washington, DC 20036 ($2.50, prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Students; *Check Lists; College Credits; *Computer Assisted Instruction; Computer Graphics; *Course Content; *Courseware; Curriculum Guides; *Educational Quality; *Evaluation Criteria; Feedback; Higher Education; *Program Evaluation; Program Guides; Teacher Role

A checklist for evaluating courseware is presented to help American Council of Evaluation (ACE) review teams determine whether a software package is suitable for use with adult learners. Courseware, which is software used in instructional programs, may include various mechanical devices (e.g., discs, tapes, computer programs), as well as traditional correspondence course guides, or comparable print material used with hardware. ACE course review teams need to assess the quality and use of courseware in order to make credit recommendations for courses under review. Since most courseware is relatively new and untested, it is important to evaluate whether courseware functions effectively in helping learners achieve announced course objectives. The checklist questions cover the following: user guides or instruction manuals for using the courseware, dimensions of quality that are incorporated in sequencing of subject matter, records concerning the prior use of the materials, the instructor's role, the extent and scope of mechanical feedback, the extent of user control over the learning process, the use of graphics and sound, narrative displays, the flexibility of the courseware format, and integration of the courseware with the overall learning plan. A form for evaluating the checklist is included. (SK)

ED 261 567 HE 018 297

Carefoot, James, Comp.

The Birth of a Western Canadian Committee on University Distance Education. Proceedings of Meetings, April 1981-June 1982.

PUB DATE- 84
NOTE- 81p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Advisory Committees; *College Programs; *Consortia; Cooperative Programs; Curriculum Development; *Distance Education; Educational Radio; *Educational Technology; Educational Television; Foreign Countries; Higher Education; Program Proposals; *Regional Cooperation; Teleconferencing
IDENTIFIERS- Athabasca University AB; *Canada (West); Telidon System; University of Alberta (Canada); University of British Columbia (Canada); University of Calgary (Canada); University of Lethbridge (Canada); University of Saskatchewan (Canada); University of Victoria BC

Developments leading to the establishment of a committee on distance education for Western Canadian universities are reported in proceedings of meetings, a steering committee report, and a proposal. An invitational meeting was held in April 1981 to consider: the state of the art on the use of electronic communications media, consortia arrangements within and among provinces, provincial mandates for distance education, and possibilities for cooperation/coordination in producing distance delivery courses. The proceedings of this meeting include: information on Telidon for distance education applications; a meeting schedule; information on the University of Calgary's new teleconferencing center; data on radio/television use at Athabasca University, 1974-1981; and summaries of distance education at the Universities of Saskatchewan, British Columbia, Lethbridge, Alberta, and Victoria. Also included are proceedings of a September 1981 meeting that considered a steering committee report concerning the establishment of a distance education consortium. Finally, a May 1982 proposal to establish a Western Canadian Committee on University Distance Education is presented. (SW)

Duryea, E. D., Ed.
History of Higher Education Annual, Volume Four.
State Univ. of New York, Buffalo. Faculty of Educational Studies.
PUB DATE- 84
NOTE- 126p.
AVAILABLE FROM- Faculty of Educational Studies, 367 Baldy, State University of New York at Buffalo, Buffalo, NY 14260.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Historical Materials (060) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Athletics; *Coeducation; *College Curriculum; College Science; Educational Change; *Educational History; Elective Courses; Faculty Workload; Females; Financial Support; Higher Education; Racial Discrimination; Religious Discrimination; *Research; Sex Discrimination; Single Sex Colleges; *Social Bias; Social Sciences
IDENTIFIERS- *College Athletics; Davidson (Donald); Syracuse University NY; United Kingdom; United States (South); University of Wisconsin; Vanderbilt University TN

Historical developments in higher education are considered in five articles. In "Conditions of University Research, 1900-1920," Roger L. Geiger focuses on faculty teaching load, sabbatical leaves and other arrangements for providing research opportunities, and research funding. An article by John H. Kohler, III, "Donald Davidson's Cultural Conservative Critique of the New University Movement in the South," considers educational changes at Vanderbilt University and Davidson's views of tradition and progressivism. Changes included the decline of the classics, the adoption of the elective system, and increased offerings in the sciences and social sciences. In "'Oars and the Man': Pleasure and Purpose in Victorian and Edwardian Cambridge," J. A. Mangan discusses athletics in the Universities of Oxford and Cambridge in the late nineteenth century. Amy Hague's article, "'What if the Power Does Lie Within Me?' Women Students at the University of Wisconsin, 1875-1900," focuses on the effects of single sex colleges on women and discriminatory attitudes and practices that continued with coeducational institutions. In the final article, "Discrimination at Syracuse University," Harvey Strum discusses discriminatory practices against Jews, Catholics, Blacks, and women at Syracuse University in the period between 1916 and 1942 and the lifting of these barriers during the decade of 1942-1952. (SW)

DOCUMENT RESUME

ED 261 969 HE 018 305

[illegible], Elvera B.
Student-Faculty Interaction: Design or Default?
PUB DATE 19 Mar 85
NOTE 15p.; Paper presented at the National Conference on Higher Education of the American Association for Higher Education (Chicago, IL, March 19, 1985).
LANGUAGE [illegible]
EDRS PRICE [illegible] Plus Postage. PC Not Available from EDRS.
PUB TYPE [illegible] Analysis/State-of-the-Art Materials (070) -- Speeches/Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS *Academic Persistence; Classroom Communication; College Administration; *College Faculty; College Instruction; *College Students; Higher Education; Institutional Characteristics; Student [illegible]comes; Student Development; Teacher Effectiveness; Teacher Role; *Teacher Student Relationship; Teaching Conditions

Studies on the effects of student-faculty interaction and relations between student-faculty interaction and institutional characteristics, college administration, and academic instruction are reviewed. Attention is directed to research investigating the correlations between student-faculty interaction and student development, student satisfaction, and student persistence. Studies have explored student-faculty interactions in the classroom and informal interactions outside the classroom. Additional research has assessed conditions that facilitate student-faculty interaction, including: institutional characteristics, the organizational model that dominates a college, the nature of institutional leadership, institutional mission, disciplinary perspectives, teaching effectiveness, and incentive programs. It is concluded that significant relationships between students and faculty have their origin in the classroom, with academic concerns. However, the extent to which faculty may be able to influence student intellectual and personal development is linked to whether college [illegible], policies, and practices support diverse faculty roles. [illegible] assume such roles as mentors, leaders, [illegible], [illegible] consultants, and supervisors. (SW)

ED 261 570 HE 018 309

Bowles, Susana J., And Others
Bridging the Gap: A Case Study of Cooperative Strategies to Improve the Transfer Experience.
PUB DATE— 19 Mar 85
NOTE— 17p.; Paper presented at the National Conference on Higher Education of the American Association for Higher Education (Chicago, IL, March 19, 1985).
LANGUAGE— English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE— Reports - Descriptive (Program/Project Descriptions) (141) — Speeches, Conference Papers; "Papers Presented at..." (150)
DESCRIPTORS— *Articulation (Education); Case Studies; College Credits; *College Transfer Students; *Community Colleges; *Course Evaluation; *Credit Courses; Higher Education; Information Needs; Student Attitudes; *Transfer Policy; Universities; Upper Division Colleges
IDENTIFIERS— *City University of New York; City University of New York City College; City University of New York Queensborough Comm C; Public Colleges

Two programs involving the City University of New York that address problems associated with the transfer of community college students into senior college programs are described. The City University Course Equivalency Project has provided course-by-course information on credit transfer. Two major phases were involved: the evaluation by each senior college of all community college courses for their equivalence, and the dissemination of this information. In addition, a 1983-1984 pilot study of Queensborough Community College students who transferred to City College investigated the current status of articulation agreements, transfer information, services available at the colleges, and student achievement at the senior college. The [illegible] transfer students were administered a questionnaire to assess their views on the transfer process and services they felt would improve the transfer experience. Based on the pilot project, the following recommendations are offered: contact between the community college and senior college to develop and implement articulation agreements should be on both departmental and central administrative levels; dissemination of information on articulation policies and practices is important; and ready and early access to articulation information improves students' transfer experience. (SW)

ED 261 571 HE 018 577

Howsam, Robert B.
Academic Consulting in Colleges and Universities. Enclaves of
Intellectual and Moral Integrity. A Report to the Coordinating
Board, Texas College and University System.
PUB DATE- 85
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) -- Tests/Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Accountability; *College Faculty; *Consultants; Employment Practices; Faculty College Relationship; Higher Education; *Multiple Employment; *Personnel Policy; Professional Autonomy; *Professional Services; Records (Forms); *Role Conflict; Teacher Responsibility; Technology Transfer
IDENTIFIERS- *Conflict of Interest

Conflicts of interest that may arise from faculty consulting (professional services or advice to a client) are considered, with attention to issues such as time for consulting; competition with private practice; conflict of obligations; use of the university name, facilities, and resources; income considerations; and reporting and monitoring of consulting activities. Faculty consulting can serve as a vehicle for technology transfer, since faculty members, as active professionals and as authorities in specialties, have responsibilities to society and their professions. The following conclusions are offered: consulting should be accepted as a legitimate and valued activity; consultants should report their projected outside activities in advance to department heads whose approval should be required; a progress report should be required at the end of the project year or semester/quarter; a college or department committee should periodically review all reports and make recommendations; and the university should not seek information on contracted income for consulting. Appendices include a sample reporting form for consulting activities, a proposed policy on academic consulting, and an article on preventing conflicts of interest in government-sponsored research at universities. (SW)

ED 261 572 HE 018 579

A Guide to Curriculum Review for Basic Nursing Education. Orientation
to Primary Health Care and Community Health.
World Health Organization, Geneva (Switzerland).
REPORT NO.- ISBN-92-4-154202-0
PUB DATE- 85
NOTE- 51p.
AVAILABLE FROM- World Health Organization Publications Center, 49
Sheridan Avenue, Albany, NY 12210.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)
DESCRIPTORS- Change Strategies; *College Programs; *Community Health
Services; Course Content; Course Evaluation; Curriculum
Development; *Curriculum Evaluation; Guidelines; Higher Education;
Needs Assessment; *Nursing Education; *Primary Health Care; Program
Effectiveness; Student Evaluation

A systematic procedure for reviewing a basic nursing curriculum, identifying needed changes, and developing and implementing a plan for change is described. Also examined are techniques used to evaluate the plan and to determine the relevance of the revised curriculum to community health needs. After presenting information on primary health care that relates to community nursing education, four phases of curriculum review and development are examined in detail. The first step in carrying out the review is to identify the attributes of community-oriented nursing. The school's curriculum and current program objectives should then be analyzed to determine needs for revision. While implementing changes in the teaching plan at the course level involves only a few teaching personnel, systematic curriculum revision involves policy changes, teacher preparation, and the development of new resources. Implementing the plan for changes requires the development of content, learning experiences, and course evaluation mechanisms. One aspect of evaluating the effectiveness of the changes is to monitor student competence, course content, and program effectiveness. Appendices include a report on how a nursing school adapted the guide, and protocols for applying health care processes to individuals, families, and community risk groups. (SW)

ED 261 [illegible]3 HE 018 583

[illegible], Scott E.; Hayes, Mary E.

Higher Education: A Sound Investment.

National Student Aid Coalition, Washington, DC.

SPONS AGENCY- American Council on Education, Washington, D.C.; Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; National Inst. of Independent Colleges and Universities, Washington, DC.

REPORT NO.- ISBN-0-8268-1479-X

PUB DATE- Jun 85

NOTE- 54p.

AVAILABLE FROM- National Student Aid Coalition, One Dupont Circle, Suite 540, Washington, DC 20036 ($5.00).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinion Papers/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *College Attendance; Economic Factors; *Educational Benefits; *Federal Aid; Federal State Relationship; *Financial Support; *Postsecondary Education; *State Aid; Student Financial Aid

The benefits of postsecondary education and the federal and state roles in providing financial support are discussed. Benefits at the individual level are that educated people earn more, are more productive, and return a portion of their increased income to the government through taxes. Research conducted at colleges often leads to significant innovation and advancement that contributes to the country. In addition, higher education helps support local economies and communities where the campuses are located. States provide the largest share of financial support for postsecondary education, especially to support public colleges and universities. Although states also provide a growing amount of financial aid to students in all postsecondary sectors, states are under increasing pressures to control taxes and to support many different interests. The federal government is the second largest source of financial support for higher education, especially in the form of student financial aid. Support is also provided for purposes such as research and to help the disadvantaged enter and complete college. Besides financial support from federal-state partnerships, funding has come from students and families, endowment, and private and corporate philanthropy. Support of higher education in the future is addressed. (SW)

ED 261 574 HE 018 584

Rice, R. Eugene
Faculty Lives: Vitality and Change. A Study of the Foundation's Grants to Faculty Development, 1979-1984. A Northwest Area Foundation Report.
Northwest Area Foundation, St. Paul, Minn.
PUB DATE- 85
NOTE- 8[illegible]
AVAILABLE FROM- Northwest Area Foundation, West 975 First National Bank Building, St. Paul, MN 55101-1373 (free).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Students; *Career Change; *College Faculty; Consortia; Continuing Education; *Faculty Development; Grants; Higher Education; Inservice Teacher Education; *Intercollegiate Cooperation; International Education; Liberal Arts; Personnel Policy; *Philanthropic Foundations; Regional Cooperation; Retrenchment; Statewide Planning; Teacher Morale; Teacher Workshops; Teaching (Occupation)
IDENTIFIERS- *Northwest Area Foundation MN

Faculty development projects funded by the Northwest Area Foundation are described. While some projects addressed retrenchment and the nature and structure of academic careers, others involved multi-institutional strategies. Types of projects and institutions are: new teaching and administrative competencies (College of Saint Scholastica, Mary College, Montana University System); preparing faculty to teach adults (Colleges of Mid-America, Marylhurst College for Lifelong Learning, Linfield College); career planning and professional growth contracts (Linfield College, Mount Mercy College); college planning and organizational development (Concordia College); alternative careers exploration (Council of Independent Colleges, University of Puget Sound); faculty development through statewide systems (Montana University System, North Dakota Board of Higher Education); regional consortia (Southwest West Central Consortium, Minnesota); faculty development through public/private cooperation (Winona Tri-College, University Consortium, Minnesota); Iowa Liberal Arts Project; and scholarship and faculty vitality (Carleton College and Saint Olaf College International Studies Project, Minnesota). Project contact persons and external evaluators are identified, and current faculty development resource materials are briefly described.

ED 261 575 HE 018 587

A Counselor's Guide to Financial Aid for the 1985-86 Academic Year.
American Coll. Testing Program, Iowa City, Iowa.
PUB DATE- 85
NOTE- 36p.; Forms may not reproduce.
AVAILABLE FROM- American College Testing Program, 2201 N. Dodge Street, P.O. Box 168, Iowa City, IA 52243 (free).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Students; Eligibility; Family Income; Federal Aid; *Financial Aid Applicants; Glossaries; Guidelines; Higher Education; *Need Analysis (Student Financial Aid); *Questionnaires; Records (Forms); State Aid; *Student Financial Aid
IDENTIFIERS- *American College Testing Program

Information on sources of student financial aid for the 1985-1986 academic year is provided, along with an overview of need analysis in general, and the American College Testing Program (ACT) system. This guide, which is designed for counselors, provides answers to more than 100 frequently-asked questions about financial aid, and a description of ACT financial aid guidance materials. Nine federal programs, six state programs, and three other programs that provide financial support for students are briefly described. After explaining The Uniform Methodology for determining students' financial need, attention is directed to advantages for families and agencies of the ACT's Student Need Analysis Service, which is based on the Uniform Methodology. The following ACT financial aid documents are described: Family Financial Statement (FFS), Student Data Form, Comprehensive Financial Aid Report, and Student Financial Aid Report (SFAR). A sample SFAR and instructions are provided, along with a FFS. The questions/answers about financial aid include general issues concerning eligibility and deadlines, dependency status, information on savings and trust funds, divorced parents and step-parents, and changes in circumstances (e.g., family moves, marriages, and deaths). A referenced index of FFS questions is included, along with a glossary of financial aid terms. (SW)

ED 261 576 HE 018 594

The Hispanic Student in Florida's University System. Annual Report, 1984.

Florida State Commission on Hispanic Affairs, Tallahassee.

PUB DATE 84

NOTE 120p.

LANGUAGE English

EDRS PRICE MF01/PC05 Plus Postage.

PUB TYPE Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS Change Strategies; *College Students; English (Second Language); Higher Education; *Hispanic Americans; Intensive Language Courses; *Latin Americans; Law Schools; Needs Assessment; Planning Commissions; State Surveys; *State Universities; *Statewide Planning; *Student Needs; Teacher Certification; Teacher Student Relationship; Testing Programs

IDENTIFIERS *Florida; Florida International University; Florida State University; Florida State University System; Public Colleges; University of Florida; University of South Florida

Findings and recommendations of a study of Hispanic students in Florida's university system are presented. The Florida State Commission on Hispanic Affairs held public hearings at campuses across the state to provide students, faculty, and administrators the opportunity to express concerns and needs of Hispanic students. In addition to 6 overall findings and 14 recommendations, the situation at specific campuses is covered. For each of the following universities, information is provided on concerns presented to the Commission and recommendations that were offered to correct the current situation: Florida International University, Florida State University, the University of Florida, the University of South Florida, and the Florida State University System. Appendices provide summaries of the Commissions meetings (October, November, December 1984, and January 1985); a Florida International University report on the Intensive English Program; data on the Florida Teacher Certification Examination; information on problems faced by Hispanics at Florida State University Law School; a report on a study of Hispanic and non-Hispanic students' preferences for studying and interacting with professors; and comments by practitioners. (SW)

ED 261 577 HE 018 654

Williams, Shirley Stennis
Surviving Double Jeopardy in Academe: Minority Female Administrators at Predominantly White Universities.
PUB DATE- Apr 85
NOTE- 12p.; Paper presented at the Annual Meeting of the National Association for Women Deans, Administrators, and Counselors (Milwaukee, WI, April 10-13, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) -- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Qualifications; *Administrators; *Career Ladders; *College Administration; Employment Opportunities; Equal Opportunities (Jobs); *Females; Higher Education; *Minority Groups; Urban Universities
IDENTIFIERS- *Predominantly White Colleges; University of Wisconsin System; *Women Administrators

Perspectives on the female, minority administrator at a predominantly white university are presented. After briefly tracing historical developments affecting minority females in education and administration, results of a 1974 study by Moore and Wagstaff of 1,784 four-year colleges are summarized. It was found that most black female administrators at white colleges served in some role related to minority students; few held decision-making positions; and the majority were in urban institutions with large enrollments of minority students. In 1984, the University of Wisconsin System conducted a study of minorities at their predominantly white campuses. Data are presented that indicate that there are more job opportunities for minority women on the larger University of Wisconsin urban campuses, but that some do exist on the four-year outlying campuses. However, in university extension, there are almost no opportunities on the two-year, non-urban predominantly white campuses. Accomplishments that will help minority women progress in their administrative careers at white institutions are mentioned, including: (1) obtaining the doctorate; (2) achieving tenure before accepting an assistant-level position; (3) gaining experience in hiring, firing, and budgets; and (4) serving on committees and taking part in activities of professional organizations. (SW)

ED 263 578 HE 018 670

[illegible], Thomas E.
Developing an All-University Advisers' Training Program: A Short
History of One Model.

PUB DATE- 85
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Advising; *Faculty Advisers; Higher Education; Information Needs; *Inservice Education; Models; Program Development; *Program Implementation; Publicity; *State Universities; *Teacher Workshops
IDENTIFIERS- *Michigan State University

An inservice training program for advisers of undergraduate students that was implemented at Michigan State University in 1981 is discussed. Four primary ingredients were essential to establish and sustain the program: financial support and sponsorship by the central administration, the identification and authorization of the appropriate unit and its administrator to coordinate the endeavor, the promotion of the enterprise across the university, and the timely notification of possible attendees of upcoming adviser conferences. Since the start of the inservice program, 11 meetings have been held. The format of the first meeting included speeches, followed by concurrent sessions on a variety of topics. A meeting in the 1983-1984 academic year included a panel of experts, representing such areas as the counseling center, financial aid office, and registrar's office. Over the 1981-1985 period, meeting topics have included: development and implementation of new programs, advising for the new undergraduate general education program, issues in academic advising of minority students, and advising foreign students. Information is provided on preparation for the meetings and the keynote speeches and presenters. In addition to 10 recommendations, samples are provided of 11 flyers announcing the meetings. (SW)

ED 261 579 HE 018 672

A Profile of Recent Women's College Graduates, '67/77.
Women's Coll. Coalition, Washington, D.C.
PUB DATE- Feb 85
NOTE- 26p.; A Project in cooperation with the Association of American Colleges.
AVAILABLE FROM- Women's College Coalition, 1725 K Street, N.W., Washington, DC 20006 ($7.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Choice; Citizen Participation; *College Graduates; *Employment Experience; Extracurricular Activities; *Family Life; *Females; Graduate Study; Graduate Surveys; Higher Education; Majors (Students); Marital Status; School Surveys; *Single Sex Colleges; *Student Experience; Undergraduate Study

Data on the undergraduate and subsequent life experiences of the 1967 and 1977 graduating classes of 48 women's colleges were studied. For the nearly 5,000 graduates, attention was directed to: undergraduate fields of concentration and extracurricular activity, graduate study, work status, family status, and current involvement in the community. The attitudes of these women toward their college experience and toward a number of issues related to the position of women in society were also explored. It was found that the women's college graduate in the study was typically a liberal arts major who is currently employed full-time and currently married. She is involved in at least one civic, professional, or service organization, and maintains a connection with her college. If she had it to do over again, she would attend her same college. Additional findings include: nearly three-quarters of the respondents are in the work force; roughly half of the alumnae who work full-time earn more than $25,000 and one-fifth earn more than $35,000; almost half who work hold traditionally male-dominated jobs, such as lawyer, physician, or manager; and nearly half have earned advanced degrees, and 81 percent have continued their education beyond college. The colleges that participated in the study are listed. (SW)

ED 261 580 HE 018 673

Trends in Enrollment and Degrees Granted, 1948-1984. State University of New York, Office of Institutional Research Report No. 7-85.
State Univ. of New York, Albany. Central Staff Office of Institutional Research.
REPORT NO- SUNY-7-85
PUB DATE- Jul 85
NOTE- 152p.
AVAILABLE FROM- State University of New York, Central Staff Office of Institutional Research, Albany, NY.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Associate Degrees; Bachelors Degrees; *College Students; *Credit Courses; *Degrees (Academic); Doctoral Degrees; *Enrollment Trends; Full Time Students; Graduate Students; Higher Education; Masters Degrees; Multicampus Colleges; Part Time Students; Professional Education; *State Universities; Trend Analysis; Undergraduate Students
IDENTIFIERS- Course Load; *State University of New York

Data on credit course enrollment (headcount) and degrees granted by State University of New York (SUNY) institutions from 1948 to 1984 are presented. Data on headcount enrollment and degrees granted are provided for the individual institutions and institutional types for SUNY as well as system-wide. The enrollment data are for the fall term of each year and are arranged by student load (full-time/part-time) and student level (undergraduate/graduate). The degrees granted information covers all degrees awarded over a 12-month period (July 1-June 30). Data on degrees are provided separately for each degree (associate, bachelor's, master's, doctoral, and first-professional). The following types of institutions are covered: university centers, university colleges, health sciences centers, specialized colleges, statutory colleges, associated colleges, agricultural and technical colleges, and community colleges. An appendix provides a chronology of dates of establishment of SUNY institutions. (SW)

ED 261 581 HE 018 675

Cloutier, Renee

Access of Women and Minorities to Higher Education: Changes in Taste and Colour without Chemical Changes: Part 1.

PUB DATE- 28 Oct 84

NOTE- 68p.; Paper presented at the Joint Conference of the American Educational Research Association-Division J and the Association for the Study of Higher Education (San Francisco, CA, October 28-29, 1984).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Access to Education; American Indians; Asian Americans; Blacks; *College Attendance; Community Colleges; Degrees (Academic); *Females; Foreign Countries; Graduate Study; Higher Education; Hispanic Americans; Majors (Students); *Males; *Minority Groups; Pacific Americans; *Sex Differences; State Universities; Undergraduate Study; Whites

IDENTIFIERS- *California; California State University; Laval University (Canada); University of California; University of California Berkeley

The accessibility of higher education to women and minorities was studied, with a focus on the University of California, Berkeley. Information was also obtained on the University of California system, the California State University system, and the community college system. In order to provide comparative information for Quebec, Canada, access of women to the Universite Laval was also assessed. Research questions included: Which minority groups have gained the most from higher education? Have women belonging to minority ethnic groups made the same gains as their male counterparts? Have white women made higher gains than white men? Have women of other minority ethnic groups made higher gains than minority ethnic men? To which socioeconomic strata do minority ethnic groups belong? Additional information on the access of women and minorities to higher education included: the types of institutions attended, the levels of study being pursued, and degrees conferred. The following ethnic groups were considered: American Indian, Asian, Filipino, Black, Hispanic, and White. Institutional factors that appear to restrict access to higher education for women and minority ethnic groups are identified. (SW)

ED 261 582 HE 018 676

Ontario Universities Statistical Compendium, 1970-71 to 1983-84. Part A, Macro-Indicators.

Council of Ontario Universities, Toronto.

REPORT NO.- ISBN-0-88799-197-1
PUB DATE- Jul 85
NOTE- 70p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Comparative Analysis; *Cost Estimates; Enrollment Trends; Evaluation Criteria; *Expenditure per Student; *Financial Support; Foreign Countries; Full Time Equivalency; Full Time Faculty; Glossaries; Government School Relationship; Higher Education; *Operating Expenses; Research; *Resource Allocation; *State Aid; Statistical Analysis; Student Financial Aid; Teacher Student Ratio; Trend Analysis
IDENTIFIERS- Canada; *Ontario

Macro-indicators pertaining to higher education in Ontario, Canada, universities during 1970-1971 to 1983-1984 are examined. The indicators are designed to measure resources available to the Ontario university system as a function of the volume of activity over time and to compare trends in available resources, along with changes in resource distribution within institutions. Trend data and information on what each indicator is intended to measure are examined. Attention is directed to: ratios of operating revenue to eligible full-time-equivalent enrollment and basic income units; ratios of research expenditures to full-time faculty; percentage distribution of operating expenditures; and interprovincial comparisons. Eight indicators are examined: provincial operating grants per student and per capita; provincial operating grants plus student aid per capita; provincial operating grants plus fees per student; total operating income per student; provincial operating grants plus student aid as a percent of provincial gross (government) expenditure; provincial operating grants per $1,000 of provincial personal income; and total university operating expenditure as a percent of provincial gross domestic product. Supplementary system data and a glossary of terms and definitions are appended. (SW)

DOCUMENT RESUME

ED 261 583 HE 018 677

Jellema, William W.; And Others
Financial Health. Study of Independent Higher Education in Indiana.
Associated Colleges of Indiana, Indianapolis.; Independent Colleges and Universities of Indiana, Inc.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- Feb 75
NOTE- 67p.; For related documents, see HE 018 678-682.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Administration; College Libraries; *Educational Finance; *Enrollment Trends; *Expenditures; Financial Support; Higher Education; Income; Operating Expenses; *Private Colleges; *School Funds; School Maintenance; State Surveys; Student Financial Aid; Teacher Student Ratio; Tenure; Tuition
IDENTIFIERS- *Financial Indicators; *Indiana

The financial health of private higher education in Indiana during 1968-1973 was assessed as part of a larger comprehensive study. In the report, attention is directed to enrollment trends, current fund revenues and expenditures, instructional expenditures, libraries, college administration, operations and maintenance, and balance sheets. Between 1968 and 1973, the 31 participating institutions experienced a 2.2 percent enrollment decline (average full-time equivalent enrollment dropped from 1,413 to 1,382). Current fund revenues and expenditures did not increase enough to offset inflation. The deficit appears to have stemmed from a substantial increase in college-funded student aid. At the same time, tuition income grew by 29 percent, and the schools became more dependent on tuition for revenue. The data show that generally the smaller, weaker institutions are having the most problems in recruiting students and in financing. Decreasing student-faculty ratios (from 17.3:1 to 14.5:1) reflect efforts to improve educational quality, but, even more, they reflect inability to eliminate instructional staff in the face of declining enrollments. The high and rising ratio of tenured faculty further reduces the ability of these schools to cope with declining enrollments as well as their flexibility in responding to market demands. (SW)

ED 261 584 HE 018 678

Grambsch, Paul V.; And Others
Institutional Goals. Study of Independent Higher Education in Indiana.
Associated Colleges of Indiana, Indianapolis.; Independent Colleges and Universities of Indiana, Inc.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- Feb 75
NOTE- 74p.; For related documents, see HE 018 677-682.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; College Faculty; College Presidents; *College Role; Educational Quality; Governance; Higher Education; Institutional Advancement; *Organizational Objectives; *Private Colleges; Questionnaires; Student Development; *Teacher Attitudes
IDENTIFIERS- *Indiana; *Institutional Mission

As part of a 1974 comprehensive study of private higher education in Indiana, institutional goal perceptions and preferences were investigated, and comparisons to a 1971 study of major U.S. universities were made. Presidents, administrators, and faculty members rated the current importance of 53 goals as well as the importance they believed each goal should have, using the Inventory of Institutional Goals, which is appended. The top seven goals as reported in a composite of all respondents were: insuring confidence of contributors, protecting institutional autonomy, insuring favorable appraisal of those validating the quality of programs, securing financial soundness, keeping costs low, and, in the 6th and 7th positions, developing students' inner character and producing well-rounded students. For preferred goals, the highest preference was to maintain top quality in all programs. Insuring good administration and securing financial soundness were also among the top five goal preferences, as were the student-oriented aims of developing well-rounded students and inner character. Compared to faculty, presidents were more likely to view the goals hierarchy as satisfactory. Faculty respondents felt that involving faculty in institutional governance and insuring democractic procedures were underemphasized, while presidents felt these two goals were overemphasized. (SW)

ED 261 585 HE 018 679

Jellema, William W.; Olliver, James

Interinstitutional Cooperation. Study of Independent Higher Education in Indiana.

Associated Colleges of Indiana, Indianapolis.; Independent Colleges and Universities of Indiana, Inc.

SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- Jan 75
NOTE- 56p.; For related documents, see HE 018 677-682.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Ancillary School Services; College Administration; College Admission; College Libraries; *Consortia; *Cooperative Programs; *Educational Cooperation; Extracurricular Activities; Higher Education; *Intercollegiate Cooperation; Organizations (Groups); *Private Colleges; Shared Facilities; *Shared Services; State Surveys
IDENTIFIERS- *Indiana

The state of interinstitutional cooperation among private colleges and universities in Indiana was studied in 1974 as part of a larger study, and three recommendations were offered namely, that cooperative arrangements should be encouraged; that such arrangements should involve clear goals using cost-benefit analysis as a criterion; and that the independent sector should establish a federation of institutions under a single head for effective coordination at the statewide level. Of the 32 private institutions, 27 completed questionnaires. Cooperative efforts in Indiana, which occurred around six regional areas, ranged from informal discussion and single purpose bilateral agreements to multipurpose programs. Cooperation concerning educational programs focused on eliminating course duplication, sharing new program development, joint majors, joint hiring of faculty, student and teacher exchanges, and jointly run international travel programs. In the area of administration and business, cooperation included joint purchasing, common calendars, reciprocal tuition agreements, sharing of computers and other facilities, management information exchange, and research collaboration. Additional arrangements included: cooperative student recruitment, single application/financial aid forms, transfer agreements, shared library services/resources, joint health services, and cooperative extracurricular programs. Information on specific consortia, statewide associations, and conferences is included. (SW)

ED 261 586 HE 018 680

Trubac, Edward; And Others
Economic Impact. Study of Independent Higher Education in Indiana.
Associated Colleges of Indiana, Indianapolis.; Independent Colleges and Universities of Indiana, Inc.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- Jan 75
NOTE- 48p.; For related documents, see HE 018 677-682.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Faculty; College Students; *Economic Factors; *Employment Opportunities; Expenditures; Higher Education; *Private Colleges; Purchasing; Questionnaires; *School Business Relationship; *School Community Relationship; School Personnel
IDENTIFIERS- *Economic Impact; *Indiana

The economic impact of private higher education in Indiana was studied, as part of a larger study. For the 32 institutions covered, expenditure data were collected for faculty and staff, students, visitors, and the college itself. In 1972-1973, the 32 institutions spent $45.9 million in the state, of which $34.6 million was spent in the local communities. The 9,600 individuals employed by the 32 schools supported 20,000 jobs in the state. The average expenditure per school was approximately one million dollars; however, the totals varied considerably between schools. The overall statewide economic impact of institutions in heavily populated areas appeared to be no different from institutions in less-populated communities. Nearly 30 percent of institutional expenditures were on capital items. Faculty and staff members spent more than $50 million a year within the state, 89 percent of which was in their local communities. Students spent $38 million a year attending private colleges. About 40 percent of the schools had statewide college related expenditures that were between $2,256 and $3,000 per full-time student. Student spending levels, on an individual basis, were significantly lower in rural than in urban communities. Expenditure data for each school are provided, along with notes on the research methodology. (SW)

ED 261 587 HE 018 681

Taylor, John; And Others
Student Characteristics and Finances. Study of Independent Higher Education in Indiana.
Associated Colleges of Indiana, Indianapolis.; Independent Colleges and Universities of Indiana, Inc.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- Feb 75
NOTE- 122p.; The questionnaire may not reproduce well due to small print. For related documents, see HE 018 677-682.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Aspiration; Enrollment Influences; Higher Education; *Income; In State Students; *Occupational Aspiration; *Private Colleges; Questionnaires; State Surveys; Student Attitudes; *Student Characteristics; *Student Costs; Student Employment; Student Financial Aid
IDENTIFIERS- *Indiana

The personal, academic, financial, and vocational/educational characteristics of over 6,800 students attending 32 private colleges and universities in Indiana were studied, as part of a larger study. At the time of applying to college, 49.4 percent of the students lived in Indiana. About 88 percent were 18-24 years old, and nearly 80 percent began as first-time freshmen. While 90 percent of those taking a full course load were single, 65 percent registering for under a one-half load were married. The median parental income was $15,826, and support from parents averaged $1,457. Over half of the students worked during the school year, and their average yearly earnings were $2,717. Two-thirds of the married students taking at least a half-time load received an average of $1,228 from their spouses. The median cost of tuition and fees was $1,740, and about one-third of the students borrowed an average of $1,192 for college. Business and education accounted for over a quarter of vocational choices. Close to 20 percent of students planned to pursue a doctorate, while 62 percent anticipated acquiring a graduate degree. Information on students' reasons for attending college and satisfaction with their choice is included. The study questionnaire, the Indiana Student Data Survey, is appended. (SW)

ED 261 588 HE 018 682

Jellema, William W.; Olliver, James

Cost of Instruction. Study of Independent Higher Education in Indiana.

Associated Colleges of Indiana, Indianapolis.; Independent Colleges and Universities of Indiana, Inc.

SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.

PUB DATE- Jan 75

NOTE- 45p.; For related documents, see HE 018 677-681.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- College Credits; *College Programs; Comparative Analysis; *Expenditure per Student; Glossaries; Higher Education; Majors (Students); *Predictive Measurement; *Private Colleges; Productivity; *Program Costs; Reliability; Research Utilization; School Statistics

IDENTIFIERS- *Indiana

Uses of discipline and program cost data by Indiana private colleges and universities are discussed, and cost data are presented. Attention is directed to the immediate and longer range uses of the data, the applicability of the methods to smaller institutions, reliability of the data, and the future of this analysis. The findings were used for comparative purposes to provide each institution a historical benchmark for planning and making projections. To determine the cost of producing a credit hour and a program major, an Induced Course Load Matrix (ICLM) was developed. The ICLM also reveals how enrollments in one field affect many departments, providing the average number of credit hours taken by students in various majors. The need to replace faculty members can be assessed using: a productivity ratio (a function of faculty class load and class size), projected student demand data, and the Resource Requirements Prediction Model cost data. The statistical tables cover five areas: direct cost per study credit hour by discipline, full cost per credit hour by discipline, productivity ratio, direct cost per student major by program, and full cost per student major by program. The calculation of each of these five types of data is also outlined. A glossary is included. (SW)

ED 261 589 HE 018 683

Stoner, Thomas H., Jr.
Investing to Broaden the Human Horizon. The INSIGHT Study of the Arts and Education. Insight: Report on Vital Industries, No. 6.
Franklin Research and Development Corp., Boston, MA.
PUB DATE- Feb 85
NOTE- 25p.
AVAILABLE FROM- Franklin Insight, 711 Atlantic Avenue, Fifth Floor, Boston, MA 02111 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Freedom; Access to Education; *Donors; Federal Aid; *Fine Arts; *Government School Relationship; Higher Education; Institutional Autonomy; *Investment; *Private Financial Support; *School Business Relationship; Tax Deductions
IDENTIFIERS- *Corporate Support

Past, present, and likely future support for the arts and education are discussed, including the debate on alternative funding sources for the arts (i.e., public spending, corporate support, private donations). To clarify current support of the arts in the United States, the development of European patronage of the arts is briefly traced. Issues concerning support of education are identified, including access to education, support for higher education and students costs, and the issue of neutrality and academic freedom when colleges and universities seek outside financial assistance. Information is included on the tax deduction for charitable contributions and investment opportunities for the following options: for-profit education businesses; child education and daycare; publishing; computers, software, and learning tools; municipal bonds; and purchasing of artwork. Included are profiles of 14 companies that have supported education and the arts as well as two alternative types of enterprises. For investors who wish to promote social values in education and the arts, the following types of investment vehicles are recommended: vocational training companies, child daycare education companies, and art and textbook publishers. A financial service company that helps students gain access to loans, is also recommended. (SW)

ED 261 590 HE 018 684

Bjork, Lars G.
Environmental Change and Regulatory Reform in Postsecondary
  Institutional Accreditation.
PUB DATE- Aug 85
NOTE- 63p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Accreditation (Institutions); Accrediting Agencies;
  Agency Role; Change Strategies; Educational Policy; Federal
  Government; Federal Regulation; *Federal State Relationship;
  *Government Role; Institutional Evaluation; *Organizational Change;
  *Postsecondary Education; *Public Policy; State Government

The historical foundations of postsecondary institutional accreditation are traced, and the relationships between the federal and state governments and accrediting associations are analyzed within the context of environmental change. The following emerging characteristics of institutional accreditation are considered: strong traditions of voluntary self-regulation, dependence on evaluation, the expansion in the numbers of accrediting agencies and the resulting fragmentation of the accreditation process, and the leadership role assumed by the Council on Postsecondary Education in restructuring the accreditation community. Recent federal initiatives emphasizing regulatory reform and disengagement, which has moved responsibility for education to the states, has significant policy implications. Policy and environmental changes can lead to the creation of new accreditation structures, role redefinitions, and new relationships among government sectors and accrediting agencies. It is suggested that recognizing these environmental shifts and taking the initiative to formulate policies that facilitate rather than suppress organizational change can contribute to the emergence of an effective postsecondary accreditation mechanism. Appropriate and inappropriate uses of accreditation are also discussed, along with future directions. (SW)

ED 261 591 HE 018 689

Elkin, Judith Laikin
The Great Lakes Colleges Association: Twenty-One Years of Cooperation in Higher Education.

Great Lakes Colleges Association, Ann Arbor, Mich.
PUB DATE- 82
NOTE- 136p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Church Related Colleges; *Consortia; Cooperative Programs; Experiential Learning; *Faculty Development; *Field Experience Programs; Financial Support; Governance; Grants; Higher Education; Humanities; *Intercollegiate Cooperation; *International Education; Liberal Arts; Lobbying; Political Issues
IDENTIFIERS- *Great Lakes Colleges Association

The association among 12 private, church-related, residential, liberal arts colleges in Indiana, Michigan, and Ohio (The Great Lakes Colleges Association--GLCA) is discussed. Attention is directed to the founding of the consortium, international education, thematic off-campus programs, faculty development, the involvement of GLCA in the national higher education enterprise, and governance. Support from the Ford Foundation helped to establish non-Western Studies as a primary concern, including overseas study programs in Bogota, Tokyo, and Beirut. Other studies/activities have focused on Europe, Africa, and Asia. Two thematic off-campus programs (the New York Arts Program and the Philadelphia Urban Semester) expose students to city life, while other offerings include the Oak Ridge Science Semester, the Newberry Library Program in Humanities, and marine biology and wilderness programs. GLCA faculty development projects include: the Programmed Instruction Project, teaching internships, a humanities program, and the New Writers' Award. GLCA's legislative policy and involvement in the Washington network of major relevant associations concerned with national higher education and federal policy issues are also addressed, and information is provided on grants received by GLCA during 1963-1981. Different levels of governance, including the board, the faculty or academic council, and dean's council, are covered. (SW)

ED 261 592 HE 018 690

Segmental Responses to Assembly Concurrent Resolution 71 Regarding Ethnic Awareness. Commission Report 85-27.

California State Postsecondary Education Commission, Sacramento.

PUB DATE- 15 Apr 85
NOTE- 67p.

AVAILABLE FROM- California Postsecondary Education Commission, 1020 Twelfth Street, Sacramento, CA 95814.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- College Planning; College Programs; *Community Colleges; *Cultural Education; Educational Assessment; Educational Policy; *Ethnic Studies; *Minority Groups; Postsecondary Education; State Legislation; *State Universities; *Statewide Planning
IDENTIFIERS- *California; California Community Colleges; California State University; Public Colleges; University of California

The progress/plans of the University of California (the University), California State University (the State University), and the California community colleges in promoting ethnic awareness are reported. The legislature required each segment to review policies and programs concerning the nature and extent of courses examining the cultural and historical experiences of nonwhite ethnic groups that have been excluded from the core curriculum. The next step was to plan policies and programs for ethnic studies for the associate and bachelor's degree levels. It was found that most campuses offered a variety of courses in ethnic studies and other courses focusing on nonwhite ethnic groups. More than 800 such courses offered by the community colleges in 1983-1984 and more than 1,000 courses offered by the University and the State University dealt with political, economic, social, and cultural conditions, contributions, and problems of the ethnic groups. Educational media included classroom instruction, guest artists and speakers, symposia, film festivals, exhibits, and special observances. Nine State University campuses and 21 community colleges required completion of a course with an ethnic studies focus as a general education graduation requirement. Additional information is provided separately for each segment. The state assembly resolution is appended. (SW)

ED 261 593 HE 018 691

Eligibility of California's 1983 High School Graduates for Admission to the State's Public Universities. A Report from the 1983 High School Eligibility Study. Commission Report 85-23.

California State Postsecondary Education Commission, Sacramento.

PUB DATE- 15 Apr 85
NOTE- 83p.
AVAILABLE FROM- California Postsecondary Education Commission, 1020 Twelfth Street, Sacramento, CA 95814.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Admission Criteria; *College Admission; *College Applicants; College Bound Students; *Eligibility; Ethnic Groups; Higher Education; *High School Graduates; Minority Groups; Private Schools; Public Schools; Questionnaires; Sex Differences; State Surveys; *State Universities
IDENTIFIERS- *California; California State University; Public Colleges; University of California

The estimated proportions of California's 1982-1983 high school graduates who were eligible for admission to the University of California (the University) and the California State University (the State University) are reported. After a discussion of the scope and conduct of the California State Postsecondary Education Commission's 1983 High School Eligibility Study, information is provided on: differences in first-time freshman eligibility rates by gender and, in some cases, by ethnicity; differences in academic performance of eligible and ineligible graduates; comparative data from four eligibility studies conducted since 1955; and the eligibility of a sample of 1983 private high school graduates. To specify the context within which eligibility is determined, the flow of students through secondary and postsecondary education in California is reviewed, along with personal and institutional factors affecting students' behavior and eligibility for admission. It was found that the percentage of public high school graduates meeting the admission standards of the University and the State University has dropped over the last 7 years. AFter a discussion of 14 additional findings, the historical background of the eligibility studies, and design and methods of the 1983 High School Eligibility Study are covered, and the questionnaire is included. (SW)

ED 261 594 HE 018 692

Effects of Faculty Classifications and Salary Schedules on Faculty Hiring and Promotion at the California State University. A Report to the Legislature in Response to Supplemental Language in the 1985-85 Budget Act. Communication Report 85-24.

California State Postsecondary Education Commission, Sacramento.

PUB DATE- 15 Apr 85
NOTE- 51p.
AVAILABLE FROM- California Postsecondary Education Commission, 1020 Twelfth Street, Sacramento, CA 95814.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Rank (Professional); Change Strategies; College Faculty; Comparative Analysis; Employment Practices; *Faculty Promotion; Higher Education; *Personnel Policy; *State Universities; Teacher Employment; *Teacher Salaries
IDENTIFIERS- *California State University; *Peer Institutions; Public Colleges

The faculty structure and salary schedule of California State University were assessed. After tracing the history of the trustees' efforts to revise the faculty structure since 1961, the report compares the university's current salary schedule to those of comparison institutions. The way the comparison colleges allocated increased 1984-1985 salary funds is also described. Problems with the university's salary structure and ways that it differs from comparison institutions are: (1) it lacks salary overlap among its three ranks; (2) it has short salary ranges for each of these ranks; (3) it has only five salary steps within each of these ranges; (4) it is unable to recognize market differences among most disciplines; and (5) it offers only limited recognition of meritorious service. The following deleterious effects of the university's salary structure on faculty hiring and promotion are identified: excessive hiring of faculty at advanced ranks; virtually automatic salary increases; compaction of the faculty at the highest professorial step; and noncompetitive salaries in high-demand disciplines and high costs in other fields. Finally, changes that could improve the salary structure and salary administration of the university are identified. (SW)

Policy Options for the CAL Grant Programs. The Second of Two Reports on California State Aid Commission Grant Programs Requested by the Legislature in Supplemental Language to the 1984-85 Budget Act. Commission Report 85-26.

California State Postsecondary Education Commission, Sacramento.
PUB DATE- 15 Apr 85
NOTE- 44p.
AVAILABLE FROM- California Postsecondary Education Commission, 1020 Twelfth Street, Sacramento, CA 95814.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; Change Strategies; *Eligibility; *Financial Aid Applicants; Financial Policy; Grants; Higher Education; Income; *Policy Formation; Problem Solving; Program Evaluation; *Resource Allocation; Scholarships; *State Aid; Student Characteristics; *Student Financial Aid; Trend Analysis
IDENTIFIERS- *California Student Aid Commission

The characteristics of California's Student Aid Commission grant program applicants and recipients were examined to assess the extent to which aid programs meet state goals. Attention is directed to major problems confronting the three Cal Grant programs and a range of possible policy and program options. The three programs are: Cal Grant A State Scholarship Program; Cal Grant B Opportunity Grant Program, and Cal Grant C Occupational Training Grant Program. Policy options for the number and size of grants, eligibility requirements, the distribution of grants, and improved procedures are addressed, along with the question of program consolidation of the financial aid programs. Ten major trends concerning the aid programs, student applicants, and grant recipients are identified, including: increasing competition for available awards; low rates of application completion, particularly in the Cal Grant B program; little increase in applications and declines in eligible applicants for private institutions; relative declines in middle-income applicants; an increasing gap between number of grants and number of financially needy applicants; an increasing impact of eligibility limitations; and a reduced proportion of awards to new high school graduates. (SW)

Allen, David F.
Survey of Spring 1984 Graduates.
PUB DATE- 84
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Aspiration; Black Students; *College Graduates; Educational Background; Education Work Relationship; *Employment Experience; *Graduate Study; Graduate Surveys; Higher Education; *Income; Institutional Research; *Majors (Students); Occupational Aspiration
IDENTIFIERS- *University of North Carolina Wilmington

Characteristics and career/educational plans of 95 students who graduated from the University of North Carolina at Wilmington in 1984 were investigated. Fifty-seven percent earned the bachelor of arts degree, 41 percent the bachelor of science degree, and 2 percent the associate's degree. Only three students were not white, and 80 percent were single. At the time of graduation 31 percent had accepted full-time employment, while 17 percent were working part-time. The median salary for the sample was $15,000. Among additional findings were that: graduates who accepted full-time employment were more likely to be single males with a grade point average (GPA) of 2.51-3.0; 31 percent of those who accepted a job, said it was related to their career objective; 34 percent learned of their job opportunity through family or friends, while 17 percent discovered the job through the career planning and placement service; 16 percent of the graduates were seeking further studies during the summer or fall of 1984; graduates continuing their education full-time were more likely to be single females with a GPA of 3.0-3.5; and 53 percent were enrolled in master's programs. In the data are included the incomes on graduates by college major and the number of graduates continuing education by major. (SW)

DOCUMENT RESUME

ED 261 597 HE 018 695

Allen, David F.
Student Evaluation of Summer Orientation, Learning, Advising, and Registration.
North Carolina Univ., Wilmington.
PUB DATE- 84
NOTE- 11p.; Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Freshmen; Higher Education; Institutional Research; Participant Satisfaction; *Program Evaluation; Questionnaires; *School Orientation; *Student Attitudes; *Student College Relationship; *Student Personnel Workers; Summer Programs
IDENTIFIERS- *University of North Carolina Wilmington

Incoming freshmen at the University of North Carolina at Wilmington completed evaluations of their two-day orientation. The Orientation Evaluation is administered to freshmen who have chosen to participate in one of three sessions: Summer Orientation, Learning, Advising, and Registration sessions (SOLAR). A total of 166 students completed the questionnaire (18 percent of those who preregistered in mid-June, 1984). The overall orientation experience was judged as worthwhile by 92 percent of the respondents. A majority of students were very satisfied with the efforts of student affairs staff in helping them to preregister (57 percent), helping them to meet other new students (55 percent), and getting to know their academic adviser (56 percent). Students also rated the following processes: residence hall check-in/out, student identifications, administration of placement tests and freshmen survey; cafeteria food services, housing facilities, the information packet provided at orientation, and the financial aid session. Students also indicated any of seven learning assistance programs they might wish to pursue. Fifty-two percent checked at least one program. Study skills and test-taking strategies were chosen most often. The evaluation form and seven figures are appended. (SW)

ED 261 598 HE 018 696

Shaddix, Linda; Allen, David F.
Workshop Evaluation of Career Exploration for Women.
North Carolina Univ., Wilmington.
PUB DATE- 85
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Career Planning; College Attendance; Feedback; *Females; Higher Education; *Information Needs; *Program Evaluation; Questionnaires; *Self Evaluation (Individuals); *Workshops
IDENTIFIERS- *University of North Carolina Wilmington

Participants' reactions to a one-day career exploration workshop for women at the University of North Carolina at Wilmington were assessed. The 41 women respondents indicated their overall reaction to the workshop, how they learned of it, and their opinions about the value and quality of various activities, including a skills inventory, panel discussion, mini-workshops, and guest speakers and resource persons. Each participant attended two mini-workshops from among six topical areas: time management, self-concept, plans to attend college, single parenting, resume development, and gaining family support. Eighty percent rated their experience as very worthwhile. The newspaper and word-of-mouth were the most effective means of advertising the workshop. While a majority of the workshop components were rated highly, feedback indicated the need to improve content and/or delivery of both the small group discussion and skills inventory as well as the need for more time to process information. The self-concept mini-workshop had the largest attendance and was rated highest for content. Barriers that women experience include: resistance from family and friends, psychological problems such as low self-esteem and depression; child care and financial concerns; and an overload in school and home responsibilities. A workshop evaluation form and seven figures are appended. (SW)

ED 261 599 HE 018 697

Allen, David F.
Survey of Black Graduates, Fall 1983-Summer 1984.
North Carolina Univ., Wilmington.
PUB DATE- 85
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Aspiration; *Black Students; *College Graduates; Education Work Relationship; *Employment Experience; Graduate Study; *Graduate Surveys; Higher Education; Income; Institutional Research; Occupational Aspiration; Professional Continuing Education; Questionnaires; *Student Attitudes
IDENTIFIERS- *University of North Carolina Wilmington

A survey of nine black students who graduated from the University of North Carolina at Wilmington in fall 1983 or summer 1984 was conducted. The graduates' current activities were identified, along with their reactions to their educational experience at the university. Five of the graduates were employed, and four were employed full-time. The average income for the full-timers was $12,000. Over half indicated that their jobs were related to their degree. One graduate who was teaching elementary school was also taking courses to obtain a master's degree in elementary education, while another graduate was pursuing a law degree. Four respondents were seeking employment, and three had been searching more than 90 days. The graduates felt that the university helped them to understand ideas and a field of knowledge and helped them to relate to others. The questionnaire and cover letters are appended. (SW)

ED 261 600 HE 018 698

Allen, David F.
Health Service Evaluation, Spring 1985.
North Carolina Univ., Wilmington.
PUB DATE- 85
NOTE- 22p.; Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Students; Higher Education; Institutional Research; *Medical Care Evaluation; Needs Assessment; Participant Satisfaction; *Patients; Questionnaires; *School Health Services; *Student Attitudes; *Use Studies
IDENTIFIERS- *University of North Carolina Wilmington

Student attitudes toward the Student Health Service (SHS) at the University of North Carolina at Wilmington were assessed during spring 1985. The SHS provides general outpatient care to students with acute medical problems, referral, and health education. The sample of 358 students represented 43 percent of students seen during part of March 1985. Responses were analyzed to determine if various groups differed in their frequency of use and assessment of service availability and quality of services. The typical respondent was a female (65.5 percent), first-year student (34.8 percent), who used the SHS once or twice per semester (59.7 percent). About 42 percent were seen for an illness and about 39 percent for personal medical reasons, such as contraceptive counseling/exams and problem pregnancies. A 24-hour clinic and the services of a part-time gynecologist were desired by about half the respondents. Reasons for dissatisfaction with the service included time spent waiting to be seen and the need for more staff. Ratings of several proposed programs and services are included, as well as detailed information about first visits, the nature of visits, gender differences, differences based on length of time at the university, and awareness of the health service. The evaluation form and nine tables of graphs are appended. (SW)

ED 261 601 HE 018 699

Allen, David F.
Pre-College Characteristics of Fall 1984 UNCW Freshmen.
North Carolina Univ., Wilmington.
REPORT NO.- RB-SDC-90484
PUB DATE- 84
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Aspiration; *College Bound Students; College Choice; *College Freshmen; Educational Background; *Enrollment Influences; Family Income; Higher Education; Institutional Research; *Occupational Aspiration; Parent Background; Questionnaires; *Student Characteristics; Student Financial Aid; Student Participation

Pre-college characteristics of 99 University of North Carolina at Wilmington (UNCW) freshmen were assessed, based on routine pre-college admission information and a national survey of entering freshmen conducted by the Cooperative Institutional Research Program. Using the 1984 Student Information Form, data were collected on UNCW freshmen demographic characteristics, secondary school background, reasons for attending college and UNCW, tutoring needs, living plans/preferences, financial aid, family income, parent's education and careers, academic and occupational aspirations, and activities engaged in by the student in the past year. The typical freshman was white (96 percent) and an in-state resident (95 percent). Fifty percent received over $2,000 in parental aid for their first year educational expenses, while slightly over 13 percent received $1,000-1,499 in Pell Grant money. Getting a better job was cited by 86 percent of the sample as a very important reason for attending college, while learning was cited by 77 percent, and making more money by 75 percent. UNCW was the student's first choice for 77 percent of the respondents. Finally, 14 percent had some type of remedial work in high school, especially in foreign languages and math. The survey questionnaires are appended, along with findings for each item. (SW)

College Plans of the 1985 Maryland National Merit and National Achievement Semifinalists. Postsecondary Education Research Reports.

Maryland State Board for Higher Education, Annapolis.

PUB DATE- Aug 85
NOTE- 31p.
AVAILABLE FROM- State Board for Higher Education, 16 Francis Street, Annapolis, MD 21401.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academically Gifted; *College Bound Students; *College Choice; *Enrollment Influences; High Achievement; Higher Education; High School Seniors; In State Students; *National Competency Tests; Out of State Students; Private Colleges; Questionnaires; State Colleges; Student Financial Aid
IDENTIFIERS- *Maryland; National Achievement Scholarship Program; *National Merit Scholars

The college plans of 167 Maryland high school seniors who qualified as National Merit or National Achievement semifinalists were surveyed. Findings include the following: of the semifinalists choosing out-of-state colleges, 58 percent selected private and about 22 percent selected public institutions; slightly less than 10 percent planned to attend Maryland public institutions, and 8.6 percent selected private Maryland colleges; a greater percentage of black than white semifinalists planned to enroll at Maryland public institutions; most of the students who had decided on a major intended to study engineering (32 percent) or one of the physical sciences (20 percent); 60 percent reported that no more than one-fourth of their first-year college costs would be covered by the financial aid package they were offered; 57 percent of the students who planned to attend a Maryland public institution had most of their first-year costs met by financial aid, while 31 percent had all their expenses covered; and reasons influencing college choice included the overall reputation of the school and the intended program of study. The Survey of Academically Talented High School Seniors questionnaire is included, along with student recommendations to improve the ability of Maryland public colleges to attract high ability students. (SW)

ED 261 603 HE 018 701

Arfken, Deborah E.
A Lamp Beside the Academic Door: A Look at the New Student and His Needs.
PUB DATE- Mar 81
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Ability; Adult Students; *College Students; Educationally Disadvantaged; Females; Higher Education; *High Risk Students; Low Income Groups; Minority Groups; *Nontraditional Students; Open Enrollment; Reentry Students; *Remedial Programs; Student Needs; *Student Personnel Services; Teacher Responsibility; Teaching Methods

The problems experienced by nontraditional college students and the responses by colleges and universities are considered. The new students on campuses are adults, students from lower socioeconomic levels, ethnic minorities, and women. Since many new students tend to have academic difficulties, colleges have offered remedial classes in each subject area. Colleges can be expected to focus increased attention on the problems of the new student population as the traditional student population continues to decline. If remedial programs are to be successful, the student with weak skills must be identified early, preferably at admission or orientation time. The student will need intensive counseling support to develop a more positive and self-confident approach to learning. The teacher should select the remedial program assignment, rather than being assigned to it. The teacher should have the responsibility to decide what is to be learned and the teaching methods. Individualization of programs and Bloom's concept of mastery learning may be helpful approaches. Students should know learning goals and work on small, sequential and structured learning units that are self-paced. Constant feedback and evaluation are important. (SW)

ED 261 604 HE 018 702

Gies, Joseph, Ed.

The Liberal Arts College: The Next 25 Years. A Symposium Sponsored by the Great Lakes Colleges Association and the Associated Colleges of the Midwest (Chicago, Illinois, June 22-23, 1984).

Associated Colleges of the Midwest, Chicago, Ill.; Great Lakes Colleges Association, Ann Arbor, Mich.

SPONS. AGENCY- George Gund Foundation, Cleveland, Ohio.; Joyce Foundation, Chicago, IL.
PUB DATE- Jun 84
NOTE- 59p.
AVAILABLE FROM- Great Lakes Colleges Association, 220 Collingwood, Suite 240, Ann Arbor, MI 48103.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Presidents; Conference Proceedings; Demand Occupations; *Economic Factors; *Educational Finance; Educational Objectives; Educational Policy; *Education Work Relationship; Financial Support; *Governing Boards; Higher Education; Labor Market; Leadership Training; *Liberal Arts; Money Management; Student Characteristics; Technological Advancement; Trend Analysis; Trustees
IDENTIFIERS- *Institutional Mission; Mission Statements; United States (Midwest)

The future of the liberal arts was considered at a 1984 symposium attended by college presidents, board chairpersons, and trustees from liberal arts colleges belonging to the Great Lakes Colleges Association and the Associated Colleges of the Midwest. The symposium proceedings include an address by Elmer W. Johnson, "Stewardship and the Liberal Arts College," which considers the mission statement and academic policy, the importance of quality faculty, and choosing the president. In "Business Prospects for Midwest Liberal Arts Colleges," Roy E. Moor discusses low inflation, portfolio management, gift-giving, government grants and contracts, faculty compensation, and the need for careful cost management in the future. Russell Edgerton's paper, "The New Economy and the Old Liberal Arts," suggests that colleges should help develop generalists who can solve problems and provide leadership. Traditional liberal arts studies are described as well as the kinds of education needed for the future. Finally, in "What Do We Do on Monday Morning?" Michael O'Keefe poses issues that the trustee must address, such as: changes in the student body, freshmen students' attitudes, the profile of the institution's faculty, and the state of the physical plant. Panel discussions for each paper are included, along with brief information on the 25 member colleges. (SW)

ED 261 605 HE 018 703

Fuller, Carol H.
An Analysis of Leading Undergraduate Sources of Ph.D's, Adjusted for Institutional Size.
Great Lakes Colleges Association, Ann Arbor, Mich.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- Jun 85
NOTE- 75p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Biological Sciences; *Doctoral Degrees; Higher Education; Humanities; *Majors (Students); Physical Sciences; *Private Colleges; *Productivity; School Size; School Statistics; Sciences; *Selective Colleges; Social Sciences; Specialization; *State Universities
IDENTIFIERS- Associated Colleges of the Midwest; Big Ten Universities; Great Lakes Colleges Association MI; Ivy League Colleges; United States (Midwest)

Tabular data on Ph.D.'s earned by graduates of baccalaureate colleges and universities are presented for 50 top institutions, the 8 Ivy League universities, the "Big Ten" universities, 12 leading technical institutions, and colleges belonging to the Great Lakes Colleges Association and the Associated Colleges of the Midwest. The Ph.D's were conferred during 1951-1980 to students who earned bachelor's degrees during 1946-1976. Included are overall totals and subtotals by field (humanities, science, empirical science, life science, and social science). Using statistics from the National Research Council and the National Center for Education Statistics, institutional productivity ratios were adjusted for institutional size. A brief narrative summary provides highlights, including: high productivity ratios for a few leading technical institutions, high productivity of small liberal arts colleges, and high productivity in both science and humanities at four liberal arts colleges. Appended are information on the research methodology, data on the average number of bachelor's degrees conferred and the number of years for which data were available, and group data (e.g, the average number of Ph.D.'s per year for each institution in each group). (SW)

ED 261 606 HE 018 704

Cassell, Eric J.
The Place of the Humanities in Medicine.
Hastings Center, Hastings-on-Hudson, NY.
REPORT NO.- ISBN-0-916558-19-3
PUB DATE- 84
NOTE- 60p.
AVAILABLE FROM- The Hastings Center, 360 Broadway, Hastings-on-Hudson, NY 10706 ($7.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Communication Skills; Helping Relationship; Higher Education; History Instruction; *Humanities Instruction; Individual Needs; *Interpersonal Competence; Life Style; Literature; Logical Thinking; *Medical Education; Medical Evaluation; *Patients; Philosophy; *Physician Patient Relationship; Teaching Skills; Well Being

The contribution of the humanities to medicine is considered, with attention to the classic view, existing programs in medical school, and obstacles to continued or increased participation by the humanities. A shift is occurring in medicine toward a primary concern for sick persons, instead of disease alone. Specific values of teaching literature, historical referents, philosophy, the tools of teaching, communication skills, and reasoning are identified. Literature offers the opportunity to see the interplay of illness and persons, including the role of physicians in the lives of others and the perception of physicians by laypersons. In addition to providing a historical context for viewing medicine and science, history provides a methodology and understanding of time and process. Teaching doctors how to think about both the body and about persons (i.e., the objective and subjective, data and values) in formulating patient care goals allows them to integrate knowledge of medical science, the body, and the everyday life and function of individual sick persons. It is argued that medicine has demands to make of the humanities that may exceed what humanists are willing to or able to offer. In the process of meeting medicine's changing needs, humanities' view of their own nature and function may also change. (SW)

ED 261 607 HE 018 705

Application Statistics, 1984.

Council of Ontario Universities, Toronto. Research Div.; Ontario Universities' Application Centre.

REPORT NO.- ISBN-0-88799-199-8
PUB DATE- Aug 85
NOTE- 33p.; Tables contain small print.
AVAILABLE FROM- Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario, M5S 2T4, Canada.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *College Applicants; College Choice; College Freshmen; College Programs; *Enrollment Trends; Foreign Countries; Full Time Students; Higher Education; Intellectual Disciplines; Majors (Students); Place of Residence; School Statistics; Student Characteristics
IDENTIFIERS- Canada; *Ontario

Summary statistics on fall 1984 application and registration patterns of applicants wishing to pursue full-time study in first-year places in Ontario, Canada, universities are presented. Each applicant was allowed to indicate up to three choices of universities and programs. Each choice was considered to be a distinct application, even though the applicant submitted only one application form. Applicants also indicated their order of preference for their choices. In addition to application and registration numbers and ratios for 1975-1984, data are provided on: active applications and registered applicants by university and student category for 1984; active applications and registered applicants by choice preference (first, second, and third) by university; active applications and registered applicants by academic program and by choice preference for each program; summary of regular applications, applicants, and registered applicants by educational source of applicants; and distribution of applicants by geographic origin, age and sex, country of citizenship, and immigration status. (SW)

ED 261 608 HE 018 706

Reauthorization of the Federal Higher Education Act of 1965. A Staff Report to the California Postsecondary Education Commission. Commission Report 85-29.

California State Postsecondary Education Commission, Sacramento.

PUB DATE- Jul 85
NOTE- 22p.
AVAILABLE FROM- California Postsecondary Education Commission, 1020 Twelfth Street, Sacramento, CA 95814.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Students; Black Colleges; *Change Strategies; College Libraries; Continuing Education; Cooperative Education; Educational Facilities Improvement; Federal Aid; *Federal Legislation; *Federal Programs; Financial Support; Graduate Study; *Higher Education; International Education; Library Education; *Public Policy; Research Libraries; Student Financial Aid; Teacher Education; Urban Universities
IDENTIFIERS- *Fund for Improvement of Postsecondary Education; *Higher Education Act 1965

The contents of the federal Higher Education Act of 1965 are summarized, with attention to competing interests and policy areas of concern to the California Postsecondary Education Commission. Current provisions and proposed changes are reviewed for: Title I, Continuing Postsecondary Education Program and Planning; Title II, College and Research Library Assistance and Library Training and Research; Title III, Institutional Aid; Title IV, Student Assistance; Title V, Teacher Preparation; Title VI, International Education; Title VII, Construction, Reconstruction, and Renovation of Academic Facilities; Title VIII, Cooperative Education; Title IX, Graduate Programs; Title X, Fund for the Improvement of Postsecondary Education; Title XI, Urban Grant University Program; and Title XII, General Provisions. Among the proposed changes are the following: support to institutional development and operation of adult learner programs if colleges can show that the programs relate to state plans for adult and continuing education; grants to small libraries with financial need to improve their technological capacity and grants to more advanced libraries to promote the state of the art through research and demonstration projects; and sustained support for historically black institutions. (SW)

ED 261 609 HE 018 707

Facilitating the Transfer of Community College EOPS Students to California's Public Universities. Report of a Task Force Representing the California State Department of Finance, the Office of the Legislative Analyst, the California Community Colleges, the California State University, the University of California, and the California Postsecondary Education Commission. Convened in Response to Assembly Bill 3775 (1984). Commission Report 85-19.

California State Postsecondary Education Commission, Sacramento.

PUB DATE- 85
NOTE- 47p.; For related document, see HE 018 708.
AVAILABLE FROM- California Postsecondary Education Commission, 1020 Twelfth Street, Sacramento, CA 95814.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Advising; Admission Criteria; *Articulation (Education); College Planning; *College Transfer Students; *Community Colleges; Educational Opportunities; Eligibility; High Risk Students; *Low Income Groups; *Minority Groups; Postsecondary Education; Questionnaires; Remedial Programs; *State Universities; Statewide Planning; Student Financial Aid; Student Recruitment; Tutoring; Two Year College Students
IDENTIFIERS- *California; California State Postsecondary Education Comm; California State University; Public Colleges; University of California

California's Extended Opportunity Programs and Services (EOPS), which provides services and financial aid to community college students who transfer to public four-year colleges, was evaluated by an intersegmental task force, which offered 12 recommendations to improve EOPS and the transfer process. After outlining EOPS goals, services, and student eligibility criteria, information is provided on California State University and University of California services for EOPS transfer students and relations between community college EOPS and the universities' programs. Three types of proposals are discussed: (1) general institutional improvement of transfer opportunities; (2) improved interprogram compatibility and incentives to attract and serve transfer students; and (3) operational improvements of each program to facilitate transfer. Specific concerns include: differential eligibility criteria, low priority of the California State University program to serve EOPS transfers, educational costs and financial assistance, effective and timely transfer counseling, stronger academic preparation, culture shock experienced by EOPS students, and sharing information about the academic performance of EOPS students. Appended are Assembly Bill 3775 and a questionnaire used to survey program directors. (SW)

ED 261 610 HE 018 708

Commission Comments on the Intersegmental Task Force Report. Facilitating the Transfer of Community College EOPS Students to California's Public Universities. Commission Report 85-25.

California State Postsecondary Education Commission, Sacramento.

PUB DATE- 15 Apr 85

NOTE- 9p.; For related document, see HE 018 707.

AVAILABLE FROM- California Postsecondary Education Commission, 1020 Twelfth Street, Sacramento, CA 95814.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Advising; Advisory Committees; *Articulation (Education); Change Strategies; College Planning; *College Transfer Students; *Community Colleges; Disadvantaged; Educational Opportunities; High Risk Students; *Low Income Groups; *Minority Groups; Postsecondary Education; Remedial Programs; *State Universities; Statewide Planning; Student Financial Aid; Student Recruitment; Tutoring; Two Year College Students

IDENTIFIERS- *California; California Community Colleges; California State Postsecondary Education Comm; California State University; Public Colleges; University of California

Reactions of the California Postsecondary Education Commission to task force recommendations about the Extended Opportunity Programs and Services (EOPS) are presented. EOPS provides services and financial aid to community college students who transfer to public four-year colleges. The task force concluded that existing comprehensive opportunity programs at all three public segments for low-income or otherwise disadvantaged students have given only limited priority to transfer students. While the Commission generally agrees with the task force recommendations, it believes that more fundamental improvements in the working relationships of existing programs are needed to increase the number of EOPS students who transfer to public universities and complete their baccalaureate programs. Two alternative strategies to assure a consistent continuum of services are identified: consolidating the existing state-funded programs into a single program; or further revising existing programs to make them more responsive to low-income and educationally disadvantaged students who begin their baccalaureate education in a community college. Specific recommendations for the California State University Educational Opportunity Program and the Community College EOPS program are included. (SW)

DOCUMENT RESUME

ED 261 611   HE 018 709

Kaneko, Motohisa
Growth Expectation and Aggregate Demand for Higher Education. The Japanese Case.
PUB DATE- Apr 85
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Attendance; *Economic Factors; *Educational Benefits; *Educational Demand; Education Work Relationship; Enrollment Influences; Foreign Countries; Higher Education; *Labor Market; Models; *Salaries
IDENTIFIERS- *Japan

Changes in the demand for higher education in postwar Japan are analyzed. Three simple conceptual models of the anticipated benefit of education are considered, along with the validity of each model in explaining changes in aggregate demand for college. A classical model assumes that individuals know about the prevailing wage structure and expect it to stay unchanged. A perception bias (lag) model posits that individuals anticipate the benefit of education according to wage structure perceptions, which are biased or lagged images of the present and past structure. The shift expectation model integrates the factor of expectation of future shift in wage structure. To test the validity of each model, alternative sets of time-series indices of anticipated benefit of higher education were estimated from wage structure statistics. A theoretical model of individual choice about education was also developed, and the aggregate demand function of education was derived. Shift expectation was found to be a significant factor in the formation of anticipated benefit of education, and thus in determining the changes in the demand for education. The effect of an economic cycle on educational demand is also considered, with attention to changing family income, changing wage structure, and the formation of future growth expectations. (SW)

Shea, Kathleen A.; Llabre, Maria M.
Gender Differences in College Students' Attributions for Success in Two Subject Areas.
PUB DATE- Apr 85
NOTE- 54p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Attribution Theory; *College Students; Grades (Scholastic); Higher Education; Mathematics Skills; Questionnaires; *Self Evaluation (Individuals); *Sex Differences; *Student Attitudes; Verbal Ability

The consistency of gender differences in attributions for success in two subject areas representing verbal and mathematical tasks was investigated. English and social science were used to represent verbal tasks and mathematics the computational task. In natural classroom settings, a total of 1,110 community college students completed a questionnaire comprised of the following 10 student attributions for success: luck, mood, effort, textbook, task difficulty, instructor, ability, attitude toward the subject, incentive to do well, and influence of others. Data on student age, prior course-taking, and race/ethnicity were also collected. Because the study focused on successful students only, data were analyzed for 421 students meeting the criteria for success: agreement between objective letter grade given and the student's subjective evaluation of performance. Data analysis indicated that while there were no gender differences in attributions for success, attributions did depend on the particular course being taken. Therefore attributions for success in mathematics were different from those in English. The role of attribution as a causal variable in a model of academic choice proposed by Meece et al. is addressed, along with recommendations for future attribution research. The Test Attribution Questionnaire is appended. (SW)

ED 261 613 HE 018 711

de Lacey, Robert J., Jr.

An Investigation of Information Concerning the Measurement of Academic Preparation of Iowa Student-Athletes Receiving Athletic Scholarships in the Fall of 1984.

PUB DATE- Apr 85
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aptitude Tests; *Athletes; College Entrance Examinations; College Preparation; *College Students; *Eligibility; Evaluation Criteria; Females; Grade Point Average; Higher Education; Males; *Scholarships; Scores; Secondary School Curriculum; Student Financial Aid
IDENTIFIERS- *College Athletics; *Iowa; National Collegiate Athletic Association

The question of whether a new eligibility ruling will prevent 78 student-athletes in Iowa from receiving athletic scholarships was assessed. Four surveys of Iowa high school principals evaluated the effect of eligibility rules based on grade point averages (GPA), standardized test scores, and high school core curriculum requirements. Attention was focused on how many male and female athletes would not have received athletic scholarship aid if the National Collegiate Athletic Association (NCAA) ruling, Bylaw 5-1-(j), was in effect in 1984. The criteria were: scoring 15 or better on the American College Testing (ACT) program examination or 700 on the Scholastic Aptitude Test (SAT); attaining a minimum GPA of 2.0 on a 4.0 scale; successfully completing a minimum of 3 years of English, 2 years of science, 2 years of social studies, 2 years of math, and 11 high school college preparatory courses. It was found that some males but no females would have been denied athletic scholarships because of their grade point averages and ACT or SAT scores. Both females and males would have been denied scholarships based on the courses they did not successfully complete. All of the athletes would have been eligible for scholarships based on the number of college preparation courses they completed. Findings for the questionnaire items are included. (SW)

ED 261 614 HE 018 712

Kramer, Howard C.
Advising and Faculty Development: The Institution's View.
PUB DATE- 85
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Advising; Administrator Role; College Faculty; *Faculty Advisers; *Faculty Development; Helping Relationship; Higher Education; Individual Development; *Productivity; *Teacher Administrator Relationship; Teacher Role; Work Environment

Two related institutional activities that college administrators should address are faculty productivity and student advising. Efforts to increase institutional productivity should incorporate personal and organizational development and should reflect sensitivity to the organizational climate. The goal for institutional managers is to structure a challenging and positive work environment. To promote faculty advising as faculty development, administrators must combine personal development of faculty as an important component of the program. The program administrator can help professors identify their professional problems and growth needs and the extent to which advising may provide a personal arena for helping oneself by helping others. Advising roles or tasks can be analyzed by faculty and administrators for their contribution to personal development as well as to institutional need. This type of focus requires administrators to be more involved in consulting with individuals and small groups. The value of addressing the personal dimensions of the faculty role is based on the view that benefits that accrue to the individual faculty member will, in many instances, also result in benefits to the institution. (SW)

ED 261 615 HE 018 713

Palla, Pier Giovanni, Ed.
International Youth Year Features.
Association for Cultural Interchange, New York, NY.; Institute for Univ. Cooperation, Rome (Italy).
PUB DATE- 85
NOTE- 120p.; Published by the Association for Cultural Exchange.
AVAILABLE FROM- Illinois State University, General Services Building, Normal, IL 61761 ($3.00 each; $2.00 for 20 or more copies).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Christianity; *College Students; *Higher Education; Humanities; *International Cooperation; *Liberal Arts; *Moral Values; Philosophy; Social Change; Student Attitudes; Student Needs; *Values Education; Youth
IDENTIFIERS- *International Youth Year

A digest of ideas and initiatives to make higher education more responsive to young people is provided. Part 1 includes excerpts of articles and reports concerning the International Youth Year (IYY), a United Nations' sponsored year of celebration of youth and a program of meetings to discuss youth problems and solutions. The themes selected for the IYY are participation, development, and peace. Part 2 provides an introduction to the world congress, UNIV-85, on "Youth: Forming the Future." Country reports, studies, and articles are excerpted covering the following themes: higher education and the moral norm, college students, higher education today and tomorrow, and renewing the liberal arts. Specific topics include: sources of youth alienation and crime, scientific progress and human values, Japanese youth, Christian social teaching, values that come from parents and the community, why universities are failing to impart values, the illusion of students' individuality, characteristic features of an "autonomous" person, book publishing, computer technology and liberal education, reasons for studying the humanities, and what constitutes a good curriculum. Data on employed youth and college enrollment for various countries and regions are included, along with the addresses of IYY coordinating committees for 17 countries. (SW)

ED 261 616 HE 018 714

Smith, Susan L.; Borgstedt, Kaye W.
Dynamics of Interracial Relationships Involving White Faculty in Black Colleges: Review, Systematization, and Directives.
PUB DATE- 85
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Black Colleges; Blacks; *College Faculty; *Culture Conflict; Ethnic Stereotypes; Higher Education; *Interpersonal Relationship; Interprofessional Relationship; Peer Relationship; Power Structure; Racial Bias; *Racial Relations; Role Playing; Social Attitudes; Teacher Attitudes; Teacher Student Relationship; Values; *Whites

Factors that affect interracial relationships of white faculty at predominantly black colleges are considered. Based on theoretical writings and research, five dynamics influencing black-white interaction are identified: prejudice and stereotyping, dominance by whites, racial role-playing, social acceptance/social distance, and value differences. Factors at the individual, small group, college, and community levels that influence white faculty members' adjustment within the black college are also addressed. Stereotyped perceptions of white faculty at black colleges as academic rejects who are there for a paycheck or as paternalistic "know it alls" can impede effective interpersonal functioning. The social environment of black colleges, where blacks rather than whites are dominant, can lead to ambiguities and subtle conflicts between the two races. The phenomenon of racial role-playing refers to pretense and a lack of sincerity in relating to those of another race. Some research has concluded that black students distance themselves more from white instructors than black instructors. Value-related concerns include the influence of social class, differing perspectives on race consciousness, and value conflicts that may be experienced by white faculty when grading black students. (SW)

ED 261 617 HE 018 715

Sherman, Thomas M.

Teaching Academic Learning Skills in College Learning Improvement Programs.

PUB DATE- Apr 85
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Style; *College Students; *Decision Making; Higher Education; *Learning Strategies; Learning Theories; Models; Skill Development; *Study Skills

The use of thought modeling as an effective technique for teaching academic learning skills is examined. Based on decision theory, it is proposed that learning is improved when the student makes active decisions about learning actions or skills. Control over learning is dependent upon the quality of decisions about matching learning resources and task demands. An adequate learning skills repertoire allows learners to respond differentially to changes in external variables. A variety of learning skills appears essential. For example, in learning information, students should have several skills to organize, recall, review, and acquire information. A good skills repertoire also includes both content experience and task experience as well as sensitivity to how well the skills are being used. Cognitive or thought modeling appears to provide a good method to help students know how and when to use a skill, and how to monitor its success. Seven steps proposed by Cormier and Cormier to demonstrate and teach new thinking patterns are: a verbal set about the procedure, a cognitive model of the task and of self-verbalizations, overt external guidance, overt self-guidance, faded overt guidance, covert self-guidance, and homework. Survey skills are used as an example of the use of thought modeling. (SW)

ED 261 618 HE 018 716

Mosier, Nancy R.
Training Needs Assessment: A Model for University-Industry Cooperation.
PUB DATE- 85
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computers; *Consultation Programs; *Graduate Students; Higher Education; *Industrial Training; *Industry; Models; *Needs Assessment; On the Job Training; *School Business Relationship; Staff Development; Technical Assistance; Use Studies
IDENTIFIERS- Onan Corporation; *University of Minnesota

A "learning by doing" class was offered by the University of Minnesota to teach needs assessment concepts and approaches. The needs assessment was conducted at the Onan Corporation, which produces industrial engines and other equipment. The class was composed of nine graduate students in industrial or vocational education and was organized as a consulting group with the instructor as manager. After becoming familiar with the concept and methods of needs assessment, the students developed specific plans for the 11-week project: (1) interviews to determine the current usage and available hardware and software, (2) questionnaire development and administration, and (3) report preparation. The interviews with Onan employees, who were computer users or trainers, focused on: uses for personal computers and fourth-generation languages, current and desired competencies in computer technology, type of computer-related training that had been conducted at Onan, and type of training that was needed. The questionnaire obtained information on: employees, basic skills, computer access and usage, and future expectations. Six suggestions for planning and conducting this type of class project are offered, including: the class should be small, and the project should answer an immediate need for the company. (SW)

ED 261 619 HE 018 718

Grace, Judy Diane
The Professionalization of Higher Education.
PUB DATE- 85
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Records; Business Administration Education; Comparative Analysis; *Core Curriculum; *Curriculum; Curriculum Design; Curriculum Evaluation; Education Courses; Elective Courses; Experiential Learning; *Higher Education; Legal Education; Library Science; Medical Education; *Postsecondary Education as a Field of Study; *Professional Education; Required Courses; Research Projects; School Catalogs

The degree of professionalization of the field of higher education was investigated. To determine if higher education possesses unique knowledge and skills, a curriculum analysis was undertaken at Indiana University, Columbia University's Teachers College, and the University of Michigan. Using student transcripts, program handbooks, and university catalogs, attention was focused on four concerns: locus of learning (campus-based or experiential), curriculum content (breadth versus depth), program design (faculty, contractal, or student), and program flexibility (required, distribution, or elective). The results confirm the existence of a core of courses that define the unique skills and knowledge of higher education. A comparison of higher education curricular characteristics to those of other occupations was also undertaken. The findings describe higher education as being more professionalized in terms of curriculum characteristics than the emerging professions of business and library science but less so than law and medicine. The field of higher education appears to have become more professionalized in terms of the maturity of its curriculum vis-a-vis other professions. Information is included on the 10 most frequently taken courses in higher education graduate programs at the three sample universities. Transcript and catalog/student handbook information forms are included. (SW)

ED 261 620 HE 018 719

Smart, John C.; And Others

Self-Concept and Career Orientation Developmental Patterns during the College Years.

PUB DATE- 85
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Attendance; *College Bound Students; Educational Benefits; Females; Goal Orientation; Higher Education; *High School Graduates; Longitudinal Studies; Males; National Surveys; Noncollege Bound Students; *Occupational Aspiration; *Self Concept; Self Esteem; *Sex Differences
IDENTIFIERS- *National Longitudinal Study High School Class 1972

Changes in the self-concept and career orientation of 10,759 members of a nationally representative sample of high school graduates was studied over 7 years. Objectives were to determine: (1) the degree to which changes in adolescents' self-concept and career attitudes were related to their level of involvement in postsecondary education; and (2) if there were any sex differences. Data were obtained from the National Longitudinal Study of the High School Class of 1972 concerning graduates' sex, family socioeconomic status in 1972, postsecondary educational attainment level, self-concept, and career orientation. Respondents indicated the relative importance of 10 life goals and their agreement with eight self-concept statements. Principal component analysis identified three factors that were consistent over time: self-image, self-confidence, and career orientation. Exposure to college seemed to have a stronger relationship to the development of a more positive self-image, a modest relationship to enhancing self-confidence, and a differential relationship to career orientation for females and males. Collegiate experience had essentially no relationship to the career orientation development of males, while it had a pronounced relationship to the formation of females' career orientation over the 7-year period. (SW)

ED 261 621 HE 018 720

Brown, Sylvia J.
Cooperative Education as a Predictor of Organizational Socialization and Sense of Power in First Job after College.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
GRANT- NIE-G-83-0032
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Graduates; *Cooperative Education; *Education Work Relationship; *Employee Attitudes; Expectation; Higher Education; Power Structure; Socialization; *Vocational Adjustment; *Work Attitudes; Work Experience

The transition from college to full-time employment was compared for graduates of cooperative education (CE) programs and regular baccalaureate degree programs. The focus was the relationship of CE participation to organizational socialization and power within the organization. Responses were obtained from graduates of mandatory CE programs, optional or selective CE programs, and regular degree programs. Scales were administered to assess the accuracy/realism of initial job expectations, the congruence between the needs of the employee and job requirements, employees' perceptions of the relevance of their jobs to their career plans, the strength of an individuals's identification with and involvement in a particular organization, employees' access to resources necessary to complete job duties, and the amount of personal power on the job perceived by the employee. Findings based on path analysis suggest that CE participants have significantly more realistic expectations about their first job after college than other recent college graduates. CE graduates who remained with their former CE employers were most likely to have realistic expectations. It is suggested that an understanding of CE student experiences may help organizations improve organizational entry and reduce turnover. (SW)

ED 261 622 HE 018 721

Turner, William H.
A Critique of Race Relations Theory as Applied to Public Policy: The Case of Historically Black Colleges.
PUB DATE- 2 Apr 85
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acculturation; *Black Colleges; *College Desegregation; College Planning; College Role; Court Litigation; Cultural Context; *Cultural Pluralism; Higher Education; *Public Policy; Racial Integration; *Racial Relations; Social Theories; Sociology; Subcultures
IDENTIFIERS- Brown v Board of Education

American race relations theory is applied to the conceptualization of assimilation in America and to problems in planning in higher education desegregation. Black colleges can be viewed as microcosms of American race relations in their patterns of conflict, accommodation, and assimilation. The conflict over the propriety of black colleges' claims and their continued existence in desegregated society is played out as national policy. Black colleges are expected to accept diminished roles in order to integrate according to the prescribed pattern: a plurality of separate identities is transformed into a colorless, interracial community. Black colleges are caught in the controversial middle ground between desegregation options that purport to advance equality in a racially-disparate society and those necessary for efficiency in a system stressed by duality in a single system--the delivery of higher education in the South. Some conceptualizations suggest that the absorption of blacks into the mainstream of American life would be neither inevitable nor even desirable from the standpoint of the requirements of a democratic and pluralistic society. The fundamental dilemma is whether the positive benefits of the Brown decision become a threat to black cultural and institutional prerogatives/imperatives. (SW)

ED 261 623 HE 018 722

Jacobs, Lucy Cheser

College Freshmen View Their High School Preparation.

PUB DATE- 85

NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Education; Basic Skills; *College Freshmen; *College Preparation; Higher Education; Secondary School Curriculum; *Student Attitudes; Student Needs; Study Skills

Perceptions of 530 freshman students concerning their academic preparation for college was studied. Respondents indicated (1) the adequacy of their high school preparation and (2) the skills they believed needed more emphasis in high school. Two-thirds of the predominantly white sample completed a college preparatory curriculum, and 84 percent had attended public high schools. During the first semester of college, 40 percent had grade point averages of "B" or better, with another 45 percent receiving "C." Although the students desired more extensive preparation in mathematics, English, and study skills, they were generally satisfied with their college preparation and felt that their basic academic skills were adequate or better. Students wished that they had been required to do more writing and more serious reading in their high school classes, and nearly one-half said that they seldom had to use the library to complete class assignments. Nearly half of the students felt that they did not learn how to study in high school, and the majority worked at a part-time job during their senior year in high school. A majority said that too much of the work in high school was "busy work" and that they wished their high school classes had been harder and more demanding. (SW)

ED 261 624 HE 018 723

Annual Survey of Colleges, 1984-85: Summary Statistics.

College Entrance Examination Board, New York, N.Y.

PUB DATE- 84
NOTE- 61p.
AVAILABLE FROM- College Board Publications, Box 886, New York, NY 10101 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Admission Criteria; *College Admission; *College Programs; *Degrees (Academic); *Enrollment Trends; Geographic Regions; Higher Education; Majors (Students); *National Surveys; Private Colleges; Scholarships; School Surveys; State Colleges; Student Characteristics; *Student Financial Aid; Student Loan Programs; Tuition; Two Year Colleges; Work Study Programs

Results of the College Board's Annual Survey of Colleges for 1984-1985 are presented, including data on college policies and procedures, enrollments, academic programs, freshman admissions, student life, and student financial aid. The 43 statistical tables are based on data from 3,093 two- and four-year colleges and universities. Most of the tables present national information broken down by institutional type and control. Also included are comparisons by state and six geographic regions. The enrollment section covers undergraduates, first-time freshmen, and graduate students, including breakdowns by student sex. Additional information includes: institutions offering associate, bachelor's, and graduate degree programs by Higher Education General Information Survey discipline; degrees conferred by region, institutional control, and college type; admissions selectivity; comparison of freshman applications, acceptances, and enrollment; high school curriculum requirements at four-year institutions; freshman class characteristics; colleges reporting five percent or more of students choosing selected areas of study; percentages of institutional grant, loan, and job dollars; grant and scholarship selection criteria; and tuition and/or fee-waiver policies. (SW)

DOCUMENT RESUME

ED 261 625 HE 018 724

Peng, Samuel S.
Enrollment Pattern of Asian American Students in Postsecondary Education.
PUB DATE- 2 Apr 85
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; *Asian Americans; College Bound Students; *College Students; Eligibility; *Enrollment Trends; Higher Education; Longitudinal Studies; *Majors (Students); *Pacific Americans; Student Financial Aid
IDENTIFIERS- *High School and Beyond (NCES)

College attendance patterns for Asian Americans and their academic persistence, choice of study, and sources of financial aid were assessed, based on results of the High School and Beyond Study, a longitudinal study of high school sophomores and seniors in 1980. Findings for the sample of 439 sophomores and 391 seniors include: 86 percent of Asian Americans entered some kind of postsecondary program by February 1982 (51 percent to four-year colleges, 37 percent to two-year colleges, and 4 percent to vocational or technical schools); compared with other racial/ethnic groups, Asian Americans had a higher entry rate, particularly at the four-year college level; and 12 percent of Asian Americans who entered a four-year college by June 1981 transferred to another college and 2 percent completed their program or withdrew. At both the two- and four-year college levels, Asian American students were more likely to stay in the same college than other racial/ethnic groups. Popular fields of study for Asian Americans were engineering (15 percent), business management (20 percent), computer science (7 percent), and life sciences (8 percent). While many Asian American students could have qualified for financial aid, they were less likely than other students to receive any type of aid. (SW)

Giencke-Holl, Laura; And Others

Evaluating College Outcomes through Alumnae Studies: Measuring Post-College Learning and Abilities.

PUB DATE- 4 Apr 85
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985). For related documents, see ED 239 557-566.
AVAILABLE FROM- Alverno Productions, 3401 S. 39th Street, Milwaukee, WI 53215.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement; Alumni; *College Graduates; *College Seniors; *Education Work Relationship; Expectation; Females; Goal Orientation; *Graduate Surveys; Higher Education; *Occupational Aspiration; *Outcomes of Education; Success
IDENTIFIERS- *Alverno College WI

Expectations of college seniors and their goal achievements after graduation were investigated. Also considered were: alumnae evaluations of the relationship of their college preparation to goal achievements; a comparison of career goals and decision-making at the time of the senior year and after graduation; whether alumnae use abilities learned in college on the job; and whether alumnae continue learning and if self-sustained learning is evident at work. Subjects consisted of 56 alumnae of a women's college who graduated in 1978, and 63 seniors from the 1980 graduating class. Both groups completed parallel forms of a questionnaire in spring 1980. Interviews with the 1978 graduates, administered when they were still in their senior year, were also compared to interviews conducted 2 years after graduation. It was found that seniors had higher career expectations than the alumnae were able to realize after 2 years, but the more experienced alumnae felt better prepared by their education than seniors did when they graduated. Both alumnae and seniors felt good about their achievements and the value of college in preparing them to meet their goals. Intellectual and interpersonal abilities are both mentioned as necessary for coping successfully with a range of situations. Student comments are included. (SW)

Bernstein, Alison
Equity Issues for Women in Higher Education: Getting beyond the Numbers Game.
PUB DATE- 85
NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affirmative Action; College Students; *Educational Opportunities; *Females; Feminism; Higher Education; Minority Groups; *Research Problems; Role Perception; *Sampling; Sex Discrimination; *Womens Education; *Womens Studies

Equity topics that need special attention from higher education researchers are discussed. It is argued that focusing on the increased numbers of women students, faculty, and administrators may disguise more complex issues. It is advocated that when researchers propose to study "women," they should identify which women are being examined. When undifferentiated statistics on women are used, minority women in general, and particular groups of minority women (e.g., southern black women), will be overlooked or misrepresented. While the history, roles, and contributions of middle class white women "notables" are being covered in college courses, Black, Chicano, and Native American women are rarely encountered as subjects of study outside of sociology and social work courses. Questions remain about women's degree patterns and areas of specialization. Studies of the educational goals and experiences of women students at universities, the less selective community colleges, and minority institutions are needed. More information is also needed concerning: 18- to 25-year-old women's views on sex discrimination, opportunities for young women to combine careers and marriages, and male attitudes on campus toward women's liberation and its impact on male roles. (SW)

ED 261 628 HE 018 727

Hsia, Jayjia
Fine Tuning the Future Agenda for Equity Research in Higher Education: Asian Americans and Cross-Cultural Perspectives.
PUB DATE- 2 Apr 85
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Abstract Reasoning; *Academic Aptitude; Aptitude Tests; *Asian Americans; College Admission; *College Attendance; College Students; *Enrollment Trends; Higher Education; Law Schools; Logical Thinking; *Majors (Students); Mathematics Skills; Medical Schools; Verbal Ability

College attendance patterns, areas of study, and abilities of Asian Americans are considered. Asian Americans pursue higher education at somewhat higher rates than average, and the rate is increasing. They concentrate in business, the physical sciences, and engineering in greater than expected numbers in comparison with the general student population. Asian Americans are present in larger than expected numbers in selective institutions such as Harvard, Johns Hopkins, and the University of California, Berkeley, but also concentrate in large numbers in urban community colleges. Abilities important to success in college, primarily verbal and mathematical reasoning abilities, have consistently been shown to be distinctive in patterns among Asian Americans at virtually every level of education; while Asian Americans' average quantitative scores are higher than those of whites, their verbal abilities are much lower than whites. The problem of relatively low verbal abilities have been particularly marked among economically disadvantaged Asian Americans. Also considered are factors that influence medical and law school admissions decisions for this population, and length of U.S. residence and science career plans among college-bound Asian Americans. (SW)

ED 261 629 HE 018 728

Arnold, Louise; Mares, Kenneth R.

Analysis of Exit Interviews with Students Who Left the Combined BA-MD Degree Program of the UMKC School of Medicine.

PUB DATE- Mar 85
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Failure; Disqualification; Expulsion; Higher Education; Institutional Research; Interviews; *Low Achievement; *Medical Schools; Medical Students; Predictor Variables; *Student Attrition; *Withdrawal (Education)
IDENTIFIERS- *Exit Interviews; *University of Missouri Kansas City

Exit interviews were conducted with 21 students who withdrew or were dismissed from the University of Missouri, Kansas City, School of Medicine. Female, minority, and rural students were disproportionately represented among students who left the program. Of 22 students who left the program during June 1983-January 1985, 16 left during the first 2 years of the program in poor academic standing. Major factors implicated in academic failure were disinterest in medicine, cognitive disadvantages, and economic deprivation. Twelve of the students felt they received help from peers, docents and assistant deans, and the medical school, while six felt Arts and Sciences faculty were not interested or unwilling to help. Of the six students who left in good academic standing, five were female, and two transferred to another medical school. At the time of the exit interview, nine of the students who left in poor academic standing expressed positive attitudes about themselves and their future. Students found the exit interview useful in sorting out their feelings and thoughts about their departure and future plans. Attention was also directed to cognitive and noncognitive predictors of academic failure, including test scores, high school rank, quality/type of high school, and high school teachers' references. (SW)

ED 261 630 HE 018 729

Mares, Kenneth R.; And Others
1984 Summer Scholars Participants. A Follow Up.

PUB DATE- Jul 85
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Bound Students; Enrichment Activities; *Field Experience Programs; Followup Studies; Health Occupations; Higher Education; High School Students; *Low Income Groups; *Medical Schools; *Minority Groups; Program Evaluation; Skill Development; Student Attitudes; *Summer Programs; Teaching Hospitals

A followup study was conducted to assess the impact of two 1984 Summer Scholars Programs at the University of Missouri, Kansas City, School of Medicine, which sponsors a combined bachelor's degree and doctor of medicine (M.D.) program. The university, in cooperation with area hospitals, implemented a 4-week program to identify and motivate promising minority and low-income high school students toward health sciences careers. Students had the opportunity to observe and visit various health practitioners; attended a class in histology; and participated in activities to introduce them to interviewing skills, test-taking skills, and study skills. In addition, students who had participated in the 1983 Summer Scholars Program attended an advanced program, which involved them in clinical rotations with health practitioners and skill development in the use of language and the computer. Questionnaires were completed from 18 graduating students who participated in the 1984 programs. Student responses included: 14 planned careers in medicine and four had been accepted by the medical school; all students returned to their high school and undertook strong academic programs; 43 percent of their coursework was in either science or mathematics; and the 18 students sent 52 applications to colleges and universities. (SW)

ED 261 631 HE 018 730

Douglas, Joel M., Ed.
The Strike at Yale.
City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education and the Professions.
PUB DATE- Aug 85
NOTE- 10p.
AVAILABLE FROM- National Center for the Study of Collective Bargaining in Higher Education and the Professions, Baruch College, CUNY, 17 Lexington Avenue, Box 322, New York, NY 10010 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Attitudes; *Clerical Workers; Collective Bargaining; *College Administration; College Faculty; Contracts; Employment Practices; Higher Education; Personnel Policy; *Private Colleges; School Personnel; School Secretaries; *Strikes; Teacher Attitudes; *Technical Occupations; *Unions
IDENTIFIERS- *Yale University CT

Views of four spokespersons concerning the Federation of University Employees' 10-week strike at Yale University in 1984, which involved clerical and technical workers of Local 34, are presented. Speaking for the college administration, Linda Lorimer reviews the composition of the Local 34 bargaining unit and notables of the contract, and briefly traces the chronology of the labor dispute. Providing the union perspective, John Wilhelm suggests that clerical and technical employees will be unionizing in much greater numbers in the next decade in private colleges and universities. He questions whether the strike was in the best interest of students and faculty and the university as a whole. A faculty view in support of Local 34 is discussed by Jack McKivigan, who traces the events leading to the strike and the dynamics involved, including the Administration's public posture of reasonableness and its private posture of intractability. Support for the university administration is expressed by another faculty member, Donald Kagan, who addresses the effect of the strike on students and faculty. He suggests that if the university were trying to destroy the union in spring 1984, it should not have signed any kind of contract, because that would have left it open for people to try to decertify the union. (SW)

ED 261 632 HE 018 731

Scholarship and Financial Aid for Advanced Training Available to Residents of the State of Hawaii. Bulletin No. 15.

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

PUB DATE- Nov 84

NOTE- 243p.; Revision of an earlier bulletin.

AVAILABLE FROM- Hawaii State Department of Education, Office of Instructional Services, Honolulu, HI.

LANGUAGE- English

EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- *College Students; Educational Benefits; Eligibility; Grants; Higher Education; *In State Students; Intellectual Disciplines; *Majors (Students); *Scholarships; Specialization; *Student Financial Aid; *Student Loan Programs; Work Study Programs

IDENTIFIERS- *Hawaii

Information on 522 sources of financial aid for students in Hawaii is presented by field of study. Five major types of financial aid are described: scholarships, grants, loans, work-study programs, and benefits from the Veterans Administration and rehabilitation programs. Sixty-five fields of study are covered. For each source of aid, information is provided on: where to apply, eligibility rules, the grant amount and number of awards, student level, geographic/institutional eligibility, and field of study. Included are an alphabetical index and a cross reference index, which identifies each financial aid resource by field of study. A brief summary of significant trends and changes in the administration of financial assistance is provided, including: educational expenses have risen sharply but more students are seeking higher education; the federal government has decreased its investments of large sums for student financial aid; there is a growing practice to award financial aid on the basis of a student's actual need; and more colleges are allocating funds to students in the form of "package" aid, combinations of scholarship or grant, work-study, and loan. (SW)

ED 261 633 HE 018 732

Call, John; And Others

Ecological Responses to Changing Needs of Student Government.

PUB DATE- 85
NOTE- 15p.; Paper presented at the Annual Meeting of the National Association of Student Personnel Administrators (Portland, OR, March 31-April 3, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Strategies; Church Related Colleges; *College Environment; *College Students; Higher Education; Social Change; *Student College Relationship; Student Educational Objectives; *Student Government; Student Needs; *Values
IDENTIFIERS- *Brigham Young University UT

The nature of changes in students and institutions since the 1950s and ecological responses to keep the student governance system current with institutional and student needs are discussed. Brigham Young University's approach is used as an example. Ecological models suggest that, even in systems where there are relative differences in power between agents, institutional activities and those of various participants will have a systematic interactive impact. Brigham Young University adopted a seven-step process to implement environmental change: (1) designers, in conjunction with community members, select values; (2) values are then translated into specific goals; (3) environments are designed that contain mechanisms to reach the goals; (4) environments are fitted to participants; (5) participant perceptions of the environment are measured; (6) participant behavior resulting from environmental perceptions is monitored; and (7) data on outcomes, as indicated by participant perceptions and behavior, is fed back to designers. It is important that values underlying the redesign of the student government be congruent with values of the university. Core values identified and functions that support the values are considered, along with structural possibilities that will maximize the value system and functions. (SW)

ED 261 634 HE 018 733

Anderson, David S.; Gadaleto, Angelo F.
College Alcohol Survey: 1979, 1982, and 1985.
PUB DATE- 85
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrative Policy; *Alcohol Education; *Alcoholic Beverages; College Environment; College Programs; *College Students; *Drinking; Higher Education; Institutional Research; Prevention; *School Health Services; School Surveys
IDENTIFIERS- *College Alcohol Survey

Results of the 1979, 1982, and 1985 College Alcohol Survey are presented, along with information about alcohol education materials. The survey assesses collegiate policies and activities regarding alcohol use and abuse, institutional self-reports, treatment and referral services, and prevention and education. The following response rates for questionnaires sent to 330 four-year colleges and universities were obtained: 50 percent for 1979, 71.5 percent for 1982, and 61 percent for 1985. Although no significant changes occurred in the percentage of colleges that permit the consumption of beer (78 percent) and hard liquor (69 percent) on their campuses, a variety of changes have been enacted under which alcohol may be used. Research by 44 percent of the colleges has been conducted on students' drinking behavior as well as students' attitudes about drinking, while student knowledge about drinking has been assessed at 32 percent of the campuses. Virtually all campuses provide assistance to students with a drinking problem at the counseling or health center. Additional findings are presented for each questionnaire item. Information on 32 programs, anti-alcohol abuse activities, and written and audiovisual materials is provided, including a brief description, the cost, and the address of a contact person. (SW)

ED 261 635 HE 018 734

Community Service and Higher Education.

American Association for Higher Education, Washington, D.C.

PUB DATE- Jun 85
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Citizen Participation; Citizenship Education; *College Role; *College Students; Higher Education; Public Policy; *School Community Relationship; *Social Action; *Student Participation; Student Projects; Teacher Attitudes
IDENTIFIERS- Brown University RI; *Public Service; Stanford University CA

The college's role in promoting community service activities and in developing students' sense of civic responsibility is addressed in two articles: "Community Service and Higher Education: A National Agenda," by Governor of Virginia Charles Robb and Brown University President Howard Swearer; and "Community Service and Higher Education: Obligations and Opportunities" by Frank Newman, Catherine Milton, and Susan Stroud. Governor Robb considers the decline in civic confidence and five principles for developing a youth service system, as well as congressional initiatives (e.g., links between service and student financial aid). Mr. Swearer is concerned with: how a national service program could serve national social service needs as well as provide youth training, a grassroots approach to constructing a national service scheme, and college initiatives. Topics addressed in the second article include: the college's role and program and service opportunities for developing youth civic responsibilities, and faculty attitudes toward this commitment. After an overview by Mr. Newman, Ms. Milton provides a brief history of the start of a public service initiative at Stanford University, while Ms. Stroud briefly describes the involvement of Brown University students in social service activities. Each article concludes with questions and answers. (SW)

ED 261 636 HE 018 739

Manski, Charles F.; And Others
College Choice in America.
REPORT NO.- ISBN-0-674-14125-3
PUB DATE- 83
NOTE- 221p.
AVAILABLE FROM- Harvard University Press, 79 Garden Street, Cambridge, MA 02138-9983 ($20.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Admission Criteria; Aptitude Tests; Class Rank; *College Admission; College Applicants; College Attendance; *College Choice; Decision Making; Employment Experience; *Enrollment Influences; Family Characteristics; Federal Aid; Grants; Higher Education; Individual Characteristics; Longitudinal Studies; Models; Predictor Variables; Scholarships; *Student Financial Aid
IDENTIFIERS- *Basic Educational Opportunity Grants; *National Longitudinal Study High School Class 1972; Scholastic Aptitude Test

The processes of choosing a college and being accepted by a college are analyzed, based on data on nearly 23,000 seniors from more than 1,300 high schools from the National Longitudinal Study of the Class of 1972. Econometric modeling and descriptive statistics are provided on: student behavior in selecting a college, choosing school/nonschool alternatives, decisions by colleges concerning grant aid allocations, the enrollment effects of the Basic Educational Opportunity Grant Program, graduates' postsecondary school and early work experiences, and individual and family attributes that affect student application and college acceptance. The predictive validity of test scores and high school performance is also examined. Among the findings are: most high school graduates would be admitted to some four-year colleges of average quality, were they to apply; applicants do not necessarily prefer the highest quality school; high school class rank and Scholastic Aptitude Test (SAT) scores are equally important in college admissions; federal scholarship aid has had only a small effect on enrollments at four-year colleges but a much stronger effect on attendance at two-year colleges; and the attention paid to SAT scores in admissions is commensurate with the power of the scores in predicting persistence to a collge degree. (SW)

ED 261 637 HE 018 740

Scott, Barbara Ann
Crisis Management in American Higher Education.
REPORT NO.- ISBN-0-03-062177-1
PUB DATE- 83
NOTE- 356p.
AVAILABLE FROM- Praeger Publishers, CBS Educational and Professional Publishing, 521 Fifth Avenue, New York, NY 10175 ($39.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Historical Materials (060) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrative Organization; Affirmative Action; *College Administration; *College Curriculum; College Faculty; College Planning; *College Students; Community Colleges; Conflict Resolution; Decision Making; Educational History; Educational Philosophy; Employment Practices; *Governance; *Higher Education; *Personnel Policy; Policy Formation; Private Colleges; Problem Solving; School Organization; State Colleges
IDENTIFIERS- *Crisis Management

Critical aspects of crisis management in U.S. higher education and the historical development of the education system over the last 100 years are reviewed. It is proposed that crisis strategies in higher education have largely revolved around the use of a stratification strategy and the establishment of ideological hegemony. Historical periods covered are: the emergence of the university, 1865-1900, the emergence of the academic system, 1900-1945, and the consolidation of the academic system, 1945-1965. Also considered are power in U.S. higher education, and specifically: ideologies and realities of academic governance and major centers of academic planning. Purposes, procedures, and policy plans in academic decision making for the 1980s are also addressed, along with features of the academic stratification system that exists among institutions, as well as among personnel and curricula. Specific topics include: the expansion of community colleges and marginalization in that sector, the structural impact of tuition differentials, support for the private sector, the marginalization of faculty, affirmative action, the new "practicality" emphasis of the curriculum, stratification of college students, prospects for college graduates, the principle of meritocracy, and social hegemony in higher education. (SW)

ED 261 638 HE 018 741

Penner, Jon G.

Why Many College Teachers Cannot Lecture: How to Avoid Communication Breakdown in the Classroom.

REPORT NO.- ISBN-0-398-04936-X
PUB DATE- 84
NOTE- 212p.
AVAILABLE FROM- Charles C. Thomas, Publisher, 2600 South First Street, Springfield, IL 62717 ($19.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Classroom Communication; *College Faculty; *College Instruction; Communication Problems; Feedback; Higher Education; Inservice Teacher Education; Learning Motivation; *Lecture Method; Listening Skills; Models; Personality Traits; *Preservice Teacher Education; Student Motivation; Teacher Effectiveness; Teaching Methods; *Teaching Skills

Ways to prepare and present lectures that hold college students' attention and involve them in the teaching-learning process are discussed. Attention is focused on linguistic, rhetorical, and psychological aspects of classroom communication; common communication problems in the classroom; and how to overcome and avoid communication problems. Teacher preparation and inservice training programs for developing communication skills are also discussed. Specific considerations include: the way that traditional communication models can be adapted to the teaching situation; the inadequacy of teaching methods courses and training in communication skills in teacher preparation programs; the need for supervision of practice teaching; preservice and inservice training opportunities, including graduate assistantships, and summer schools for lecturers; proper use of personality in teaching; teaching methods and how they affect classroom communication; research on the lecture method; planning and organizing the lecture, including outlines, deductive and inductive arrangements, and the organization of discussions; interest and attention in the classroom; delivering the lecture; avoiding language barriers; types of motivational appeals; and student listening skills and feedback. (SW)

DOCUMENT RESUME

ED 261 639 HE 018 742

Gordon, Virginia N.
The Undecided College Student: An Academic and Career Advising Challenge.
REPORT NO.- ISBN-0-398-04989-0
PUB DATE- 84
NOTE- 125p.
AVAILABLE FROM- Charles C. Thomas, Publisher, 2600 South First Street, Springfield, IL 62717 ($16.75).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Advising; Academic Aspiration; *Career Counseling; College Faculty; *College Students; Counselor Training; *Decision Making; Delivery Systems; Faculty Advisers; Group Counseling; Higher Education; Individualized Programs; Models; *Nonmajors; Occupational Aspiration; Program Administration; Program Evaluation; Questionnaires; Student Educational Objectives; Student Personnel Workers
IDENTIFIERS- *Undecided Students

The way that academic advisers, counselors, faculty, and administrators can help undecided college students set and implement educational and career goals is described. The focus is a developmental advising approach and career development concepts. Origins of indecision, categories of undecided students, and model programs for counseling and advising students are considered, with attention to program components, delivery systems, administrative concerns, individual and group advising techniques, adviser techniques and training, and program evaluation. The term "undecided" is used as the descriptor for students unwilling, unable, or unready to make educational and/or vocational decisions. The following types of undecided students are addressed: entering freshmen, major-changers, undecided upperclassmen, and special category undecided students (e.g., honor students, student athletes, adult students, and underprepared students). Delivery models are identified, including general advising center, faculty advising, advising centers for undecided students, residence hall centers, and university colleges or divisions. Included is a questionnaire, "Assessing Your Advising Program for Undecided Students," along with scoring instructions. A freshman orientation survey is also provided. (SW)

ED 261 640 HE 018 743

Thoreson, Richard W., Ed.; Hosokawa, Elizabeth P., Ed.
Employee Assistance Programs in Higher Education. Alcohol, Mental Health and Professional Development Programming for Faculty and Staff.
REPORT NO.- ISBN-0-398-04899-1
PUB DATE- 84
NOTE- 363p.
AVAILABLE FROM- Charles C Thomas, Publisher, 2600 South First Street, Springfield, IL 62717 ($32.75).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Alcoholism; Clinical Diagnosis; *College Faculty; Emotional Problems; Higher Education; Identification; Interviews; *Mental Health Programs; Models; Outreach Programs; Psychological Services; Publicity; Referral; School Business Relationship; *School Personnel; Stress Variables; Supervisory Training; *Teacher Burnout; Teaching Conditions; Work Environment
IDENTIFIERS- Brown University RI; *Employee Assistance Programs; Lincoln Council on Alcoholism and Drugs NE; Stanford University CA; University of Missouri Columbia

The promotion of employee assistance programs (EAP) in higher education is considered in 24 chapters, with an emphasis on enhancing resources and the academic environment for faculty and staff. Seven topical areas are addressed: history of EAP; characteristics of higher education; alcoholism and other risks in the academic life-style; EAP models and implementation strategies; training, orientation, consultation, and publicity; assessment and motivational interview strategies; and evaluation. Attention is directed to training programs that consider the unique job performance values and organizational structure found in college settings. Ways that academics' life-style and values can inhibit identification and referral of a person suffering from personal problems, especially alcoholism, are described. Four EAP program models are examined: the Brown University Chemical Dependency Program model, the Stanford University EAP health center program model, the Lincoln consortium model emphasizing alcoholism and serving 40 businesses, and the University of Missouri-Columbia EAP model. Also considered are EAP assessment services that differ from traditional counseling in their emphasis on: problem diagnosis, motivation of client to accept the referral, assessment for alcohol problems, and the monitoring of the referral network. (SW)

ED 261 641 HE 018 745

Rich, John Martin
Professional Ethics in Education.
REPORT NO.- ISBN-0-398-05017-1
PUB DATE- 17 Jul 84
NOTE- 155p.
AVAILABLE FROM- Charles C Thomas, Publisher, 2600 South First Street, Springfield, IL 62717 ($21.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Freedom; Accountability; Citizen Participation; *Codes of Ethics; *College Faculty; Educational Malpractice; *Educational Responsibility; Elementary Secondary Education; *Employment Practices; *Ethics; Faculty College Relationship; Higher Education; Personnel Policy; Professional Associations; *Research Projects; Standards; Student Rights; Teacher Dismissal; Teacher Responsibility
IDENTIFIERS- American Association of School Administrators; American Association of University Professors; National Education Association

Major problems and issues of ethics in elementary, secondary, and higher education are examined. The function and present status of professional ethics are considered, along with specific codes of ethics, including those of the National Education Association, American Association of University Professors, and the American Association of School Administrators. Of special interest are whether the standards are universalized and whether there are similarities or differences among codes and logical consistency. Also considered are: the justification of professional ethics, academic freedom, the ethical use of tests and testing, freedom of students to learn, research with human subjects, funding of research projects, conflicts of interest, and dishonesty in research. Relations with colleagues and education officials are investigated with attention to ethical issues in recruitment, merit raises and promotion, tenure practices, nepotism rules, retirement policies, faculty dissent, strikes, and disobedience to institutional policies. Faculty members' rights and responsibilities as citizens, community misconduct and grounds for dismissal, holding public office, and teachers' relations with parents are also discussed. Finally, the dissemination, implementation, and enforcement of ethical codes are evaluated, and recommendations for the education profession are offered. (SW)

ED 261 642 HE 018 859

Bloland, Harland G.
Associations in Action: The Washington, D.C., Higher Education Community. ASHE-ERIC Higher Education Report No. 2, 1985.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-0-913317-21-7
PUB DATE- 85
NOTE- 135p.
CONTRACT- 400-82-0011
AVAILABLE FROM- Association for the Study of Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036 ($7.50, nonmembers; $6.00, members).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Historical Materials (060) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Agency Role; Change Strategies; Classification; Decision Making; Federal Aid; Federal Regulation; *Government School Relationship; *Higher Education; Institutional Autonomy; Lobbying; *Policy Formation; *Political Influences; *Professional Associations; *Public Policy
IDENTIFIERS- American Association of Community and Junior Colls; American Association of State Colleges and Univs; American Council on Education; Association of American Colleges; Association of American Universities; District of Columbia; National Assn Independent Colleges Universities; National Assn of State Univ and Land Grant Coll

The development of the role of higher education associations based in Washington, District of Columbia, from the 1960s to the present, is traced, with attention to events, problems, and issues. Also considered are: reasons for joining voluntary associations; the policy-making arena for higher education and the general principles that guide federal higher education decision making; three political perspectives that have oriented Washington representatives in their thinking about the role of associations in national affairs (i.e., the traditional approach, pragmatic realism, and the activist perspective); and the changing role of the associations as they deal with the shifting national scene. Classification schemes for national associations are also explained, focusing on six big national higher education associations: The American Council on Education, the National Association of State Universities and Land-Grant Colleges, the American Association of State Colleges and Universities; the American Association of Community and Junior Colleges, and the Association of American Universities. The historical analysis covers the following periods: steps toward a cooperating community in the 1960s; the Nixon-Ford-Carter years of the 1970s; the Reagan Administration in the 1980s; and current and future issues. (SW)

IR

ED 261 643 IR 011 789

Information Technology R&D: Critical Trends and Issues.
Congress of the U.S., Washington, D.C. Office of Technology Assessment.
REPORT NO.- OTA-CIT-268
PUB DATE- Feb 85
NOTE- 349p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- *Artificial Intelligence; Case Studies; *Computers; Foreign Countries; Information Networks; Information Science; *Research and Development; Research Projects; *Scientific Research; Technological Advancement; *Telecommunications
IDENTIFIERS- *Computer Architecture; *Fiber Optics; Software Engineering; United States

This Office of Technology Assessment report on the current state of research and development in the telecommunications industry in the United States examines four specific areas of research as case studies: computer architecture, artificial intelligence, fiber optics, and software engineering. It discusses the structure and orientation of some selected foreign programs as they challenge traditional U.S. market leadership in some areas of computers and communications. Finally, it examines a set of issues that were raised in the course of the study: manpower, institutional change, the new research organizations that grew out of Bell Laboratories, and the implications of trends in overall science and technology policy. Following an introduction and summary of the report, individual chapters address the following topics: (1) the environment for research and development in information technology in the United States; (2) selected case studies in information technology research and development; (3) effects of deregulation and divestiture on research; (4) education and human resources for research and development; (5) new roles for universities in information technology research and development; (6) foreign information technology research and development; (7) information technology research and development in the context of U.S. science and technology policy; and (8) technology and industry. (JB)

ED 261 644 IR 011 790

McClain, Gary R.
Lost in the Forest: Overcoming the Need to Pontificate in Course Development.
PUB DATE- 4 Jun 85
NOTE- 14p.; Paper presented at the Computer-Based Training Conference (Dallas, TX, March 17-20, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Science Education; Course Descriptions; *Data Processing; Educational Strategies; Guidelines; *Instructional Design; *Sequential Approach; Skill Development; *Task Analysis

Designed to illustrate effective course design for user-oriented materials for data processing education or training, this paper argues that conceptual knowledge should be integrated into a course only as it is needed to support task knowledge. The importance of determining the direction of a course by planning and controlling the informational content is emphasized, and an end-user fourth-generation language (4GL) course is described to illustrate the differences between conceptual and task knowledge and how they should be integrated. Step-by-step guidelines for sequencing information in a course unit to achieve this type of integration are given: (1) isolate the tasks; (2) isolate the concepts; (3) put the tasks in order; (4) integrate the information; (5) number the objectives; and (6) create an outline. The conclusion suggests that since there is never a prototypical consumer, painstaking initial design is the only way of avoiding information overload in a training package or educational program, and any information which is superfluous should be ignored. (JB)

Microcomputer Usage in Schools, 1984-1985.
Quality Education Data, Inc., Denver, CO.
PUB DATE- 85
NOTE- 27p.; For the 1983-84 report, see ED 246 848.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Computer Assisted Instruction; Elementary Secondary Education; Enrollment; Expenditure per Student; *Microcomputers; National Surveys; *Public Schools; School Demography; *School Districts; Tables (Data); *Use Studies; *Video Equipment
IDENTIFIERS- *United States

Results are presented for the fourth annual survey of all U.S. school districts by Quality Educational Data, Inc. Findings are displayed in tabular form and include information on the following: market penetration by major brands of microcomputers in school districts and buildings; school districts that use microcomputers and the brand or combination of brands; growth patterns; relationship between the size of student enrollment and the likelihood of a district having microcomputers; the relationship of instructional dollars per pupil to the presence of microcomputers; shifts in the different brands of microcomputers utilized; the kinds of districts that have microcomputers and specific brands utilized; elementary, junior high, and senior high schools by enrollment with microcomputers; number of microcomputers by brand in the public schools; microcomputer usage by expenditure, enrollment, and grade level; microcomputer units by state; comparison of states with regard to number of students per micro; and the top 50 districts which use microcomputers. (JB)

ED 261 646 IR 011 792

Gray, Peter J.

Microcomputers: Data Base Management Software. Evaluation Guide Number 7.

Northwest Regional Educational Lab., Portland, OR. Research on Evaluation Program.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 13p.
CONTRACT- 400-80-0105
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Computer Software; Data; *Databases; Data Processing; Information Retrieval; Information Storage; *Management Information Systems; *Microcomputers
IDENTIFIERS- *Database Management Systems; Software Evaluation

This manual on microcomputer-based database management programs provides a description of the key characteristics of database software as well as guidelines for designing a database, uses of database programs, and selecting the right software. Three sets of concepts related to database management are listed and explained: creating a database, using a database management system, and generating reports from the information in a database. Specific directions elaborate on each concept, i.e., generating a master list of fields for use as a guide to selecting an appropriate software program, use of default systems, search strategies, and use of four different formats in creating a report (page format, data format, sort format, and select format). A six-step process is recommended for designing a database: (1) determine goals; (2) specify the data needed; (3) design the reports; (4) set up the database; (5) revise; and (6) pilot test. A list of eight sample uses for database programs includes: personnel records, study participant records, test item banks, equipment and supply logs, contact and activity logs, financial statements, consultant records, and references in the literature. A seven-step process is also suggested for evaluating individual software programs. (JB)

ED 261 647 IR 011 793

Johnson, W. Lewis; Soloway, Elliot
Micro-PROUST.
Yale Univ., New Haven, Conn. Dept. of Computer Science.
SPONS. AGENCY- Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.; Courseware, Inc., San Diego, Calif.; Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
REPORT NO.- VALEU/CSD/RR-402
PUB DATE- Jun 85
NOTE- 129p.
CONTRACT- N00014-82-K-0714
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Artificial Intelligence; *Authoring Aids (Programing); *Computer Software; *Microcomputers; *Programing; *Programing Languages
IDENTIFIERS- *PASCAL Programing Language

This detailed description of a microcomputer version of PROUST (Program Understander for Students), a knowledge-based system that finds nonsyntactic bugs in Pascal programs written by novice programmers, presents the inner workings of Micro-PROUST, which was written in Golden LISP for the IBM-PC (512K). The contents include: (1) a reprint of an article on PROUST recently published in BYTE Magazine, which provides an overview of the operation of the system; (2) the design document that was used to code the program from PROUST to Micro-PROUST, which contains an overview of the system, as well as test examples for Micro-PROUST, the parser, problem descriptions, processing the goal agenda, and the goal database; (3) preliminary comparisons of costs/benefits and techniques employed by PROUST and Micro-PROUST; and (4) the actual LISP code. The concept of "intention-based diagnosis" is utilized to explain PROUST's approach to correcting errors, and an illustration and application of intention-based diagnosis in PROUST are included in the comparison. Concluding recommendations include reservations as to whether Micro-PROUST can be as effective as its parent, PROUST, and suggests that further work is needed to determine its worth as a viable educational tool. (JB)

ED 261 648 IR 011 794

McDonald, Joseph P.
Microworlds and Expert Systems: Is It Either or Can It Be Both? Report of a Conference Sponsored by the Educational Technology Center (Cambridge, Massachusetts, January 11-12, 1985).
SPONS. AGENCY- Educational Technology Center, Cambridge, MA.
PUB DATE- Jan 85
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Artificial Intelligence; Comparative Analysis; *Computer Software; Curriculum Development; Elementary Secondary Education; Geometry; *Instructional Design; Instructional Innovation; *Microcomputers; Programing Languages; Teacher Education; *Word Processing; Writing Instruction
IDENTIFIERS- Tutorial Mode

This report summarizes the proceedings of a conference held at the Harvard Graduate School of Education which focused on the conceptual distinction between microworld software and expert system software in education. Microworld software is defined as software which lacks a specific teaching and learning agenda, and expert systems as software that comes with built-in knowledge of a domain and a built-in plan of instruction in that domain. To assist program presenters in examining the design polarities implied in the two systems, two pairs of educational software systems (carefully chosen to illustrate the polarity) were displayed and discussed. These systems--The LISP Tutor and Geometric Supposer on the one hand and The Writer's Workbench and Quill on the other, provided the basis for subsequent presentations and panel discussion. Presenters noted specific design and utilization differences between Geometric Supporter and LISP tutor: the former is a tool which students may use in an exploratory fashion and the latter makes inferences about a user's intentions at each step of a guided path. Workbench differs from Quill in that that the former, with its original design as an editing tool with explicit technical analysis, precludes its judging the writing product itself, while the latter is designed to help generate writing materials and facilitate writing between student and teacher, or among students. A more in-depth presentation of each of the four systems, along with the presenter's comments on its use and applications, follows the initial comparison of the systems, and closing remarks suggest that the concepts of both types of system should be utilized in an educational environment. (JB)

ED 261 649 IR 011 796

Finkel, LeRoy
Software Copyright Interpretation. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Mar 85
NOTE- 3p.; Reading list compiled by Pamela McLaughlin.
CONTRACT- 400-82-0001
AVAILABLE FROM- ERIC Clearinghouse on Information Resources, Syracuse University, School of Education, Syracuse, NY 13210 (Free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Opinions/Personal Viewpoints/Position Papers/Essays (120) Journal Articles (080)
DESCRIPTORS- *Computers; *Computer Software; *Copyrights; *Policy; Policy Formation; Position Papers
IDENTIFIERS- Copyright Law 1976; ERIC Digests; *Policy Interpretation; *Software Copying

This digest presents a reprint of an article which addresses the issue of the rights of computer software owners to duplicate materials. A conservative approach to software copyright is taken which looks to how the law will likely be interpreted, rather than waiting for the definitive decision by a court. Three major issues involved with software duplication are discussed: back-up copies, multiple loading or booting from one disk onto multiple machines at the same time, and networks. It is concluded that: (1) although back-up copies (number uncertain) are allowed for use on a second machine in the event the original fails, the copy is not to be used on a second machine at the same time as the original; (2) in the absence of a license that explicitly permits loading multiple computers with the contents from one disk for use at the same time, users would likely be in violation of the copyright law if they did so; and (3) in the absence of a network license, users would likely be in violation of copyright laws if they downloaded a program to multiple stations at the same time from their network. A 13-item reading list completes the digest. (JB)

ED 261 650 IR 011 797

Falleur, David M.
SuperPILOT: A Comprehensive Computer-Assisted Instruction Programming Language for the Apple II Computer.
PUB DATE- 27 Jul 84
NOTE- 9p.; Paper presented at the Annual Meeting of the American Society for Medical Technology and American Medical Technologists (Kansas City, MO, July 27, 1984).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Authoring Aids (Programing); *Computer Assisted Instruction; *Courseware; *Individualized Instruction; Instructional Innovation; *Microcomputers; *Programing Languages
IDENTIFIERS- *Apple II; *PILOT Programing Language

This presentation describes SuperPILOT, an extended version of Apple PILOT, a programming language for developing computer-assisted instruction (CAI) with the Apple II computer that includes the features of its early PILOT (Programmed Inquiry, Learning or Teaching) ancestors together with new features that make use of the Apple computer's advanced graphics and sound capabilities. Advantages and disadvantages of CAI are noted, including the positive aspects of individualization of instruction, freeing of teachers from repetitive tasks, and incorporation of alternative media, and such negative aspects as the lack of an "ideal" authoring language, difficulties of producing high quality software, and the high cost of hardware, software, and course development. Also included are: (1) definition and construction of SuperPILOT; (2) 7 new features of SuperPILOT, including the "V" instruction, which allows the computer to operate a videotape or disc player and incorporate video images with the CAI lesson, high resolution text and graphics with 27 foreground and background colors, animation of character sets, text editor display of upper and lower case characters with "wrap-around" text entry, utility programs for initializing diskettes and copying program selectively, student record keeping file, and faster retrieval and production of graphics, file handling and loading; (3) hardware and software requirements for using SuperPILOT; (4) SuperPILOT instructions; (5) a table describing the new features; and (6) a 5-item reference list. (JB)

ED 261 651 IR 011 798

Trobian, Helen R.

Teaching a Basic Religious Studies Course Using Guided Design and an Individualized Course Requirements Plan.

PUB DATE- Oct 84
NOTE- 25p.; Paper presented at the Annual Meeting of the International Society for Individualized Instruction (Atlanta, GA, October 18-20, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Black Studies; Course Descriptions; Course Organization; Higher Education; *Individualized Instruction; *Instructional Design; Nontraditional Education; *Religious Education; Sex Role; Single Sex Colleges
IDENTIFIERS- Bennett College NC

The religious studies course described in this paper is offered at Bennett College, a predominantly Black college for women. It utilizes an extensive book list and library reserves rather than a textbook, and emphasizes individualized research carried on concurrently with classroom presentations. Specific components of the course are listed and/or described: (1) the Individualized Course Requirements Plan, which gives students a sequence of opportunities to be included in the planning of the course calendar; (2) library and media resources for utilization; (3) personalization of objectives under the four headings of knowledge objectives, ability and skill objectives, valuing objectives, and social participation objectives; (4) hand-outs; (5) group formation and self-chosen group roles (leader, recorder, reporter, editor, or evaluator); (6) participant involvement in a hypothetical group situation contained in a Guided Design Project; (7) teacher role as catalytic leader; (8) additional individualized assignment techniques (library episode and writing assignment stimulated by satirical or feminist cartoons); and (9) the course philosophy, which takes a global view of religion including thought, feeling, and action. Also included is a 14-page set of handouts that contains items useful in course planning and participation. (JB)

DOCUMENT RESUME

ED 261 652 IR 011 799

Lilly, Edward R.
Understanding Computer Terms.
PUB DATE- Jul 85
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Literacy; *Computers; *Computer Science; *Definitions; Glossaries; *Vocabulary

Designed to assist teachers and administrators approaching the subject of computers for the first time to acquire a feel for computer terminology, this document presents a computer term glossary on three levels. (1) The terms most frequently used, called a "basic vocabulary," are presented first in three paragraphs which explain their meanings: analog and digital, binary, programming, hardware, software, CPU ("central processing unit"), peripheral, memory, mass storage units, terminal, keyboard, display device, operating systems, computer languages, application programs, and microcomputer. (2) A summary of these concepts is then provided, followed by (3) a basic vocabulary list which includes detailed definitions or cross references for approximately 180 computer terms. (JB)

ED 261 653 IR 011 800

Gillies, Donald J.
Videotex and Teletext: Teaching and Learning. An International Survey.
PUB DATE- Oct 83
NOTE- 10p.; Paper presented at the Canadian Symposium on Instructional Technology (4th, Winnepeg, Manitoba, Canada, October 19-21, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computers; Databases; Foreign Countries; *Information Networks; Information Services; National Surveys; *Television; *Use Studies; *Videotex
IDENTIFIERS- *Canada; England; France; West Germany

This report summarizes the results of an international survey on the utilization of videotex and teletext which covered 20 countries, including Canada, Great Britain, France, Holland, Switzerland, the United States, and West Germany. Included are: (1) definitions and a comparison of the two media; (2) the methods used to collect the data (interviews, document studies, and literature searches); (3) secondary literature sources on videotex and teletext, including three computerized data bases--ERIC, Computerindex, and Pascal; (4) international composition and noneducational emphasis of two videotex conferences; (5) general and educational applications of videotex and teletext in Canada, including specific data on government, academic, and private institutions' involvement with the two media; and (6) a summary of international data, including a world total. Effective educational uses for videotex and teletext are briefly discussed and suggestions are made for more educational utilization of these media. Acknowledgements and a list of 27 references complete the paper. (JB)

ED 261 654 IR 011 801

Wible, Darrell E.
The Indiana Report II. A Telecommunications Curriculum Recommended by Indiana Broadcasters.
Ball State Univ., Muncie, Ind.
PUB DATE- 85
NOTE- 56p.; For related document, see ED 112 844.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitudes; Broadcast Industry; Broadcast Television; College Programs; *Curriculum Development; Data Interpretation; Higher Education; *Journalism Education; Professional Training; Questionnaires; State Surveys; *Telecommunications; *Television Curriculum
IDENTIFIERS- *Indiana Broadcasters Association

The basic purpose of this study, which updates a study conducted in 1975, was to present higher education with recommendations for telecommunications curriculum from commercial broadcasters. Data were collected from 71 respondents via questionnaires distributed at the Indiana Broadcasters Association Conference in 1983. Respondents were asked to rate the importance of 60 commonly offered courses and select 10 courses that they would require in such a curriculum. Responses from management, sales, production, and news personnel were tabulated individually so that participants' views could be observed by category. All 71 respondents were tabulated as a composite, and a comparative tally then prepared for the top 20 courses (and ties) so that the differences between choices of the four personnel categories could be compared at a glance. Findings indicate that the 20 courses which were the most highly recommended carry the same theme--a broad-based variety. However, if the first seven were chosen as the required core of a curriculum, they would include internship, news, writing, law, radio production, radio sales, and audience research. In addition, 90% of respondents agreed that news students should be required to work in their university television or radio station, and an equal number would permit freshmen to enroll in at least one telecommunications class, a policy which is not widely practiced. Conclusions call for universities to improve student preparation by encouraging skills development, better attitudes, motivation, and initiative, and suggest that a broad, liberal arts background would be an excellent prerequisite for work in the field of telecommunications. A report on a survey of the attitudes of commercial broadcasters toward specialization versus non-specialization by students is appended. (JB)

ED 261 655 IR 011 804

Hutchins, Edwin L.; And Others
Direct Manipulation Interfaces.
California Univ., San Diego, La Jolla. Inst. for Cognitive Science.
SPONS. AGENCY- Office of Naval Research, Arlington, Va.
REPORT NO.- ICS-8503
PUB DATE- May 85
NOTE- 35p.; For related document, see IR 011 805.
CONTRACT- N00014-85-C-0133; NR-667-541

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cognitive Development; *Cognitive Processes; Computers; *Computer Software; *Data Processing; *Man Machine Systems; Programing Languages
IDENTIFIERS- *Cognitive Psychology; *Iconic Representation

This paper presents a cognitive account of both the advantages and disadvantages of direct manipulation interfaces, i.e., the use of icons to manipulate and interact directly with data rather than writing programs or calling on a set of statistical subroutines. Two underlying phenomena that give rise to the sensation of directness are identified. One is concerned with the information processing distance between the user's intentions and the facilities provided by the machine; the second is concerned with the relation between the input and output vocabularies of the interface language. It is noted that direct manipulation requires that the system provide representations of the objects of interest that behave as if they were the objects themselves in order to create the sensation of directness of manipulation. Concluding remarks admit the complexity of understanding direct manipulation interfaces, but stress that a properly designed system should be easy for the user to learn, enabling people to spend their time learning the task domain rather than the computer system. Lists of 20 references and 30 reports by people in the Institute for Cognitive Science complete the document. (JB)

ED 261 656 IR 011 805

Riley, Mary S.

User Understanding.

California Univ., San Diego, La Jolla. Inst. for Cognitive Science.

SPONS. AGENCY- Office of Naval Research, Arlington, Va.
REPORT NO.- ICS-8504
PUB DATE- May 85
NOTE- 21p.; For related document, see IR 011 804.
CONTRACT- N00014-84-K-0579; NR-667-538
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Development; *Cognitive Mapping; *Cognitive Processes; *Computers; Integrated Activities; Learning Strategies; *Man Machine Systems; Models; *Problem Solving
IDENTIFIERS- Cognitive Psychology

This document presents hypotheses about how much understanding a user needs to perform skillfully using a computer or a computer program. A framework for characterizing user understanding is presented which includes three criteria for evaluating the representation generated during problem solving: (1) internal coherence--whether the components of the user's knowledge are related in an integrated structure; (2) validity--whether the user's knowledge accurately reflects the behavior of the device; and (3) integration--the extent to which the user's knowledge about a device is tied to other components of a user's knowledge. Each criterion is defined, discussed in detail, and illustrated by examples. The summary reiterates the multi-dimensional quality of understanding and argues that the degree of internal coherence, validity, and integration does not depend on a single aspect of knowledge, but upon several. It is stressed that a user should not be considered as either performing with or without understanding, since it is possible for the user to have acquired some components of knowledge and not others. Lists of 33 references and 41 publications written by people in the Institute for Cognitive Science complete the document. (JB)

Distance Education: Exemplar Training Materials.

United Nations Educational, Scientific and Cultural Organization, Bangkok (Thailand). Asian Centre for Educational Innovation for Development.

REPORT NO.- BKA/84/OPE/14-700
PUB DATE- 84
NOTE- 129p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Course Objectives; Developing Nations; *Distance Education; *Educational Strategies; Elementary Secondary Education; Evaluation Criteria; *Evaluation Methods; Foreign Countries; Higher Education; *Inservice Teacher Education; *Instructional Design; *Instructional Improvement; Nontraditional Education; Tutorial Programs; Tutoring
IDENTIFIERS- India; Indonesia; New Zealand; Pakistan; Philippines

Directed at personnel responsible for distance education in India, Pakistan, New Zealand, Indonesia, and the Philippines, the training materials in this publication have been compiled with the help of distance educators in each of these geographical regions. The materials are classified into three categories and presented in separate sections under the following titles: Course Production, Support Services, and Assessment and Evaluation. The topics cover the following areas: (1) suggested guidelines to lesson writers; (2) formulation of learning objectives; (3) experimentation with self-learning lessons; (4) developing a course design; (5) developing a student profile; (6) writing a module for distance learning; (7) organizing tutorial systems; (8) examples of tutorial practices; (9) selecting appropriate media; (10) an overview of assessment and evaluation (Pakistan); (11) assessment and evaluation (New Zealand); (12) evaluation in distance learning (Philippines); (13) developing an assessment system for a distance learning system; (14) an evaluation instrument for module development; and (15) evaluating distance education programs. A list of six publications related to the field of distance education completes the document. (JB)

ED 261 658 IR 011 807

Adams, Frank
Educational Research Workshop on Computers and Science in Primary Education. General Report.
Council for Cultural Cooperation, Strasbourg (France).
REPORT NO.- DECS/Rech-(84)-58
PUB DATE- 8 Oct 84
NOTE- 13p.; Paper presented at the Educational Research Workshop (Edinburgh, Scotland, September 3-6, 1984).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - General (140)
DESCRIPTORS- Classroom Research; Cognitive Processes; *Curriculum Design; *Curriculum Development; Curriculum Evaluation; Elementary Education; *Epistemology; Instructional Improvement; *Microcomputers; *Research and Development; Skill Analysis; Skill Development; *Teacher Role

Presented at a week-long conference on the importance of research in education, this paper focuses on four components of the educational system: the learner, the curriculum, the instructor, and the context. For each of these components, questions are raised and research is suggested. For the learner, these concern the value of research for learner analysis, the existence of models of learners, use of alternative frameworks, criteria for judging success, and links between quantitative and qualitative research to equate quality with width. Research needs in the area of instructor role in learning point to what the teacher needs to know, and the concept of teacher-as-researcher is stressed as a way of improving classroom instruction. A discussion on the content and process of a curriculum calls for the development of a scientific method that would be widely applicable; questions concerning content, context, skills, and structure of a curriculum are also included. Effective classroom organization and management are suggested for enhancement of learning, and inservice education and training are deemed necessary for more teacher research and education to take place. Computers are suggested as a resource for teaching and learning, with a warning not to allow their use to dictate the curriculum structure. Concluding remarks reiterate the importance of research for good instruction, and list seven guidelines for determining research effectiveness as a basis for curriculum policy. (JB)

ED 261 659 IR 011 808

Guide to Software Selection Resources: Part Four. Science and Mathematics.

New York State Education Dept., Albany. Center for Learning Technologies.; Northeast Regional Exchange, Inc., Chelmsford, MA.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Aug 84
NOTE- 46p.; For Parts One and Three, see ED 246 861-862; for Part Two, see ED 237 064.
GRANT- NIE-G-82-0017
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Assisted Instruction; *Courseware; Elementary Secondary Education; *Evaluation Criteria; Evaluation Methods; *Information Networks; Information Sources; *Mathematics Instruction; Media Selection; *Science Instruction; Worksheets
IDENTIFIERS- Computer Uses in Education; *Software Evaluation

Fourth in a series, this loose-leaf guide reviews resources for evaluating, selecting, and using software for teaching mathematics and science skills. Both commercial publishers and public domain sources are listed as sources of educational software. Sources of information on software selection are divided into journals and newsletters, books and special publications, information clearinghouses, and human and organizational resources. A section on methods of describing and evaluating educational software for science and mathematics includes two evaluation forms, developed by the National Council of Teachers and the National Science Teachers Association, which contain descriptive application and evaluation criteria for use with science and mathematics programs. Evaluation criteria related to science and mathematics are discussed, and a section on software applications presents data on the educational use of mathematics and science software programs as well as suggestions for curriculum integration and applications. A brief summary calls for revitalization of science and mathematics instruction through use of the computer. Eighteen references are listed. (JB)

ED 261 660 IR 011 809

Heines, Jesse M.; Grinstein, Georges G.
Implications of Windowing Techniques for CAI.
PUB DATE- 5 Aug 85
NOTE- 15p.; Paper presented at a conference on Visions of Higher Education: Trans-National Dialogues (Pomona, NJ, August 5, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computers; Computer Science Education; *Display Systems; Higher Education; Information Systems; *Input Output; *Input Output Devices; Online Systems; *Systems Development

This paper discusses the use of a technique called windowing in computer assisted instruction to allow independent control of functional areas in complex CAI displays and simultaneous display of output from a running computer program and coordinated instructional material. Two obstacles to widespread use of CAI in computer science courses are given: the need to display a large amount of information on the screen at one time, and the need to either simulate sophisticated computer processes so they can be demonstrated from within a running CAI program, or to exit the CAI program so that students can have some hands-on experience. Windowing is suggested as a solution to these problems because it allows a single terminal to act as either a multiple output device for a single computer program, or as a single output device for multiple computer programs. Implications of this dual function are discussed. Sample windowing applications, with nine corresponding screen examples, illustrate the technique's potential for instructional application, and three suggestions for handling the system of interwindow/interprocess are given. Two systems for implementation of windowing are discussed--UNIX and VAX/VMS--and it is concluded that, although windowing is a highly desirable CAI feature, its actual use has proven difficult, and more practical approaches need to be devised. A list of four references completes the paper. (JB)

ED 261 661 IR 011 810

Ng, K. L. Evelyn
Introductory LOGO Programming for Language Teachers.
PUB DATE- 84
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Authoring Aids (Programing); Computer Literacy; *Computer Software; Elementary Secondary Education; English Teacher Education; *Language Arts; Language Proficiency; *Language Skills; Language Teachers; Learning Modules; *Microcomputers; *Programing; Programing Languages; Teacher Developed Materials
IDENTIFIERS- *LOGO Programing Language

Intended for language teachers who wish to learn how to program a computer to develop instructional materials, this paper specifically recommends the LOGO programming language for their needs. The core of the article consists of program examples and suggested activities in acquiring basic LOGO programming concepts, but it also includes a rationale for the selection of LOGO as the programming language for language teachers, a discussion of programming issues related to language teachers with specific reference to LOGO, and suggested LOGO programming concepts and learning activities. Eight instructional units present objectives and activities on the following topics: (1) a general understanding of LOGO operation and basic drawing commands; (2) understanding of basic list processing commands through reading of explanations and examples; (3) writing programs using the commands PRINT, SENTENCE, and REQUEST to produce completion exercises; (4) writing programs using the commands REPEAT and MAKE, and the utility procedure SHOWPICTURE; (5) writing programs using utility procedures PICKRANDOM and READNUMBER together with command OUTPUT to generate sentences; (6) writing programs for vocabulary or reading comprehension exercises using the commands GO and IF...THEN...STOP and ELSE; (7) writing programs using the conditional commands listed in unit six and ANYOF/ALLOF to produce exercises on grammar or language usage; and (8) writing programs using recursion and the commands FIRST, LAST, BUTFIRST, and BUTLAST to produce exercises that can be used to look for key words in students' writing. A 15-item reference list completes the document. (JB)

ED 261 662 IR 011 811

Emihovich, Catherine; And Others
Learning Logo: The Social Context of Cognition.
PUB DATE- Apr 85
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; Cognitive Processes; Early Childhood Education; *Microcomputers; Models; Perspective Taking; *Programing; Programing Languages; Research Projects; Young Children
IDENTIFIERS- *Cognitive Psychology; Computer Uses in Education; *LOGO Programing Language

This paper presents research on a theoretical approach to Logo as a programming language that creates a context for learning in which the process by which children learn and develop, using computers, is of greater interest than the products, or outcomes, of learning. Concerned with the cultural context of Logo learning and principles upon which it is based, the first section reviews the developmental and cognitive theories of Papert, Donaldson, Cole, and Sternberg and Suben. Section two offers the theoretical premise of a reference model for learning Logo based on research in anthropology, psychology, and sociolinguistics. Section three discusses the components of this model in relation to empirical data from a research project on the relationship between Logo programming and young children's self-monitoring and comprehension skills. Finally, the fourth section briefly summarizes the discussion and suggests areas for further research, including the questions of what cognitive prerequisites are needed to program successfully at different age levels, and the policy implications of providing children with such training. Eight reference notes, thirty-two references, two tables, and five figures complete the document. (JB)

ED 261 663 IR 011 812

Giles, Doris, Ed.; And Others
Look-Listen Opinion Poll, 1984-1985. Project of the National Telemedia Council, Inc.
National Telemedia Council, Inc., Madison, WI.
PUB DATE- 85
NOTE- 72p.; For related document, see ED 257 423. The National Telemedia Council was formerly known as the American Council for Better Broadcasts.
AVAILABLE FROM- National Telemedia Council, Inc., 120 East Wilson Street, Madison, WI 53703 ($5.00 plus $1.50 for postage and handling for each item).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Adults; Evaluation Criteria; *Opinions; *Programing (Broadcast); Surveys; Television Research; *Television Viewing

Designed to indicate the reasons behind viewer program preferences, this 32nd report of an annual opinion poll presents the results of a survey which asked 914 participants to evaluate 3,584 television programs they liked, did not like, and/or to evaluate new programs. Tables summarize the reasons why programs were selected by viewers, their perceptions of the technical and overall quality of the programs, and how much they were liked, as well as kinds of programs monitors would like to see more of. Viewer ratings and comments are presented separately for adults and youth, and by ratings of excellent, good, fair or poor for a number of prime time network programs: The A Team, Airwolf, Benson, Cagney and Lacey, Charles in Charge, Call to Glory, Cheers, The Cosby Show, Dallas, Diff'rent Strokes, Dreams, Dukes of Hazzard, Dynasty, E/R, Facts of Life, Fall Guy, Fame, Family Ties, Highway to Heaven, Hill Street Blues, It's Your Move, The Jeffersons, Jessie, Kate and Allie, Knight Rider, Knots Landing, Love Boat, Magnum P.I., Miami Vice, Murder She Wrote, Newhart, Paper Dolls, Partners in Crime, Punky Brewster, Remington Steele, Riptide, Scarecrow and Mrs. King, Simon and Simon, St. Elsewhere, Three's Company/Three's a Crowd, V, Webster, and Who's the Boss? Also rated are news programs, public television, children's programs, daytime dramas, talk shows, sports and cable programs, and special movies and mini-series. (JB)

ED 261 664 IR 011 813

Knirk, Frederick G.
Microcomputers & Educational Researchers: Writing, Project Management, Statistics Software, & Data Retrieval.
PUB DATE- Mar 85
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Software; Databases; Educational Researchers; *Information Retrieval; Information Storage; *Management Information Systems; *Microcomputers; Online Systems; *Statistical Analysis; *Word Processing; Writing Skills
IDENTIFIERS- Computer Uses in Education; *Software Reviews

Designed to assist educational researchers in utilizing microcomputers, this paper presents information on four types of computer software: writing tools for educators, statistical software designed to perform analyses of small and moderately large data sets, project management tools, and general education/research oriented information services and specific databases. For each category, recommendations and explanations for use are given for some specific software packages. For word processing, nine possible program characteristics are also listed to aid in comparison shopping. In addition, special enhancement programs for proof reading assistance, punctuation and style aids, and thesaurus help are given. Information on statistical analysis and project management software includes program title, publisher, and a brief explanation of its use. Two professionally oriented databases--DIALOG and Bibliographic Retrieval Services (BRS)--are described together with their special services for personal computer users. The services of three popular personal databases--COMPUSERVE, DOW JONES NEWS/RETRIEVAL and the SOURCE--are also described, as well as a microcomputer software search assistance system--InSearch. A list of 13 databases useful to educators and trainers is provided which includes explanations of equipment and telephone network requirements for accessing them. (JB)

ED 261 665 IR 011 814

The 1985 Educational Software Preview Guide.
Educational Software Evaluation Consortium, Menlo Park, CA.

SPONS. AGENCY- California State Dept. of Education, Sacramento.
REPORT NO.- ISBN-0-924667-22-2
PUB DATE- 85
NOTE- 137p.
AVAILABLE FROM- International Council for Computers in Education, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (1-4 copies $8.00 each; quantity discounts available).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Computer Assisted Instruction; *Courseware; *Curriculum Guides; Elementary Secondary Education; *Evaluation Methods; Information Sources; Instructional Improvement; *Instructional Material Evaluation; *Microcomputers; Resource Materials; Worksheets

Intended as an aid to educators in locating programs they may want to preview, this document contains a list of favorably reviewed microcomputer software programs for K-12 student instruction. For each curriculum area, the preview guide lists software programs by subject, and provides information which includes the title, publisher, specific computer needed, instructional mode, grade level, a brief description, and price. The preview guide is an alphabetical list of the same programs, by title, which includes the publisher, specific computer needed, curriculum area, and price. To provide preview access, a complete, alphabetical list of publishers referenced is also given. Additional supporting material includes suggestions for evaluating computer software, sources of sample software evaluation forms, sources of additional educational reviews (including journals and reports), steps for creating a software review collection and identifying equitable software, a sample analysis form for classroom use of educational software, and guidelines for software organization and software copyright interpretation. (JB)

DOCUMENT RESUME

ED 261 666 IR 011 815

Chin, John P.; Zecker, Steven G.

Personality and Cognitive Factors Influencing Computer Programming Performance.

PUB DATE- Mar 85

NOTE- 17p.; Revision of a paper presented at the Annual Meeting of the Eastern Psychological Association (Boston, MA, March 21-24, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Computer Science Education; Computer Software; *Correlation; Higher Education; Hypothesis Testing; Locus of Control; *Mathematics Skills; *Personality Traits; *Programing; Psychological Studies; Questionnaires; *Time Factors (Learning)

This experiment examined the relationship between computer programming and the following factors: mathematical ability, locus of control, introversion/extraversion, anxiety, and task time allocation. The programming performance of 14 male and 18 female students in a college-level introductory computer science course was measured by means of a math pretest, which was employed as a cognitive measure; three different personality trait questionnaires measuring introversion/extraversion, anxiety, and locus of control; and a 50-minute practical programming examination. Unexpectedly, math ability was not found to be a significant predictor of programming ability; however, time allocation to interactive program implementation was positively correlated with programming performance, suggesting that internals would be more likely to succeed at program implementation than externals. Findings also advise caution in utilizing mathematical pretests as the sole predictors of computer science success, and suggest that tests for personality traits such as internality may prove to be useful additions to tests that advise students of their chances of computer science success. A list of 14 references and four data tables complete the report. (JB)

ED 261 667 IR 011 817

Simpson, Margaret
Professional Autonomy and Specialized Knowledge: Computers in the Classroom.
PUB DATE- 85
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Literacy; Instructional Innovation; *Interprofessional Relationship; *Microcomputers; *Professional Autonomy; *Teacher Effectiveness; Teacher Qualifications; Teacher Response
IDENTIFIERS- *Computer Uses in Education; Quebec

This paper examines the cultural and philosophical roots of competing interests in the proliferation and implementation of computers in the schools of Quebec, Canada, and specifically addresses the effect of this technology on teacher autonomy, professionalism, and the learning/teaching experience. In particular, it considers the implications for education of the creation of a professional duality, where the computer literate teacher is deemed to be a higher order professional; and the implicit assumptions that worthwhile knowledge is necessarily synonymous with the higher order technology. It identifies the effects (if any) of the introduction of computers on the immediate environment of peer relationships among teachers; examines the effect of the introduction of computers on the technical knowledge base and the management of the technical base in the classroom; and analyzes its effects on the autonomous dimension of professional attitudes. Also discussed are implications for the teaching profession and for students of the overuse of technology to the exclusion of humanistic values and the human experience. A three-page bibliography concludes the document. (JB)

ED 261 668 IR 011 818

Sanders, Jo Shuchat

Reflections from the Computer Equity Training Project.

Women's Action Alliance, Inc., New York, N.Y.

SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, D.C.

PUB DATE- Apr 85

NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Computer Literacy; Computers; Equal Education; *Equal Facilities; Federal Programs; *Females; Junior High Schools; Preadolescents; *Sex Discrimination; *Sex Stereotypes; Womens Education

IDENTIFIERS- *Computer Equity Training Project NY; Computer Uses in Education

This paper addresses girls' patterns of computer avoidance at the middle school and other grade levels. It reviews the evidence for a gender gap in computer use in several areas: in school, at home, in computer camps, in computer magazines, and in computer-related jobs. It compares the computer equity issue to math avoidance, and cites the middle school years as a time when these become evident. Also provided is a description of the work of the federally-funded Computer Equity Training Project, conducted by the Women's Action Alliance, including its activities, conclusions on the causes of the gender gap, and the development of a book of strategies for teachers to counter girls' computer avoidance. Several conclusions are presented about the implementation of a computer equity program in a school, and implications for action and research by sex equity professionals are listed. (Author/JB)

ED 261 669 IR 011 819

Communications Satellite Receiver Systems for Public Schools: A Technical Primer.

Texas Education Agency, Austin.

PUB DATE- 84
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Broadcast Reception Equipment; *Communications Satellites; Delivery Systems; Diagrams; Elementary Secondary Education; *Information Networks; Programing (Broadcast); School Districts; *Telecommunications

Designed to aid school districts contemplating use of some of the telecommunications services now available by satellite, this document contains information on home satellite receiving dishes (Television Receive-Only--TVROs), which can receive radio signals carrying television, sound, and data. This information includes: some factors involved in planning for implementation of a dish; an overview of satellite telecommunications; descriptions of receive-only systems; guidelines for successful programming, including video, audio, and teleconferences; a physical description of the dish; causes of electromagnetic noise; concern for aesthetics; suggestions for site selection, dish aiming, and dish mounts; equipment needed, including feedhorn, wave guide, low noise amplifier (LNA), downconverter, cables, and receivers; TVRO equipment warranty and servicing needs, including licenses, registrations, and costs; and speculations about the technology's future. Additional supporting materials consist of a self test on satellite receiving systems (with answers), a glossary of terms, and a bibliography. Lists of television channels devoted to education, college, teacher inservice, public affairs, ethnic, cultural, and news programming are appended, as well as a discussion of programming management and fees. (JB)

ED 261 670 IR 011 820

Hughes, Phillip

Social and Technological Interaction with Education. Redesigning Structures, Preparing Personnel. Asian Programme of Educational Innovation for Development, Occasional Paper No. 13.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

PUB DATE- Jan 84
NOTE- 29p.
AVAILABLE FROM- UNIPUB, 205 East 42nd Street, New York, NY 10017.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; Developing Nations; Educational Development; Educational Principles; Educational Resources; *Educational Strategies; *Educational Technology; Foreign Countries; *Futures (of Society); *Personnel Needs; *Social Change
IDENTIFIERS- *Asia Pacific Region; UNESCO

This examination of the interaction of education with social and technological change in countries of Asia and the Pacific region addresses three major topics: societal change and education, the response of societies to change, and personnel profiles and training plans. Two types of change are detailed: social change and scientific and technological change, and specific examples of each are listed. Education is called upon to become future oriented, as well as comprehensive, and to begin redesigning educational systems to respond to changes in society and technology. Examples of the redesign of portions of the educational systems of Nepal, Tasmania, and the Republic of Korea are given. The importance of educational personnel as change agents is stressed, and relationships between specific educational changes and their implications for personnel are given. Also discussed are the effects of technological change on personnel from the Philippines, New Zealand, Pakistan, and Japan. Principles for determining personnel needs are identified, with attention given to teaching-learning services, curriculum services, policy development, and management services and school-community relations. Suggestions for personnel training programs are also included. (JB)

ED 261 671 IR 011 821

Atnip, Gilbert W.
Teaching Psychology Students Computer Applications.
PUB DATE- May 85
NOTE- 13p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (Chicago, IL, May 2-4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Artificial Intelligence; *Computer Literacy; Computer Simulation; Course Content; Course Descriptions; Higher Education; *Microcomputers; Programing; *Psychology; Statistical Analysis; Student Attitudes; *Teaching Methods; Word Processing
IDENTIFIERS- *Computer Uses in Education

This paper describes an undergraduate-level course designed to teach the applications of computers that are most relevant in the social sciences, especially psychology. After an introduction to the basic concepts and terminology of computing, separate units were devoted to word processing, data analysis, data acquisition, artificial intelligence, and simulation and modeling. Each unit began with a classroom discussion and demonstration of a relevant program. Students then completed an out-of-class assignment using the program. Each student also conducted an independent research project that incorporated the skills taught in the course. Both students and instructor evaluated the course very favorably, and it is recommended that other institutions consider establishing similar courses. (Author/JB)

ED 261 672 IR 011 824

LeRoy, Judith M.; LeRoy, David J.
Telecommunications Technologies in the Home: An Introduction and Evaluative Review of the Literature with a Special Emphasis on the Instructional Use of the Technologies. Volume I.
Pacific Mountain Network's Television Ratings Analysis Consortium.
SPONS. AGENCY- Corporation for Public Broadcasting, Washington, D.C.; National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Feb 84
NOTE- 97p.; For related documents, see ED 187 342, ED 202 464, ED 256 292, and IR 011 825.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Attitudes; *Cable Television; *Family Environment; *Home Study; Information Systems; Literature Reviews; *Microcomputers; Public Television; Questionnaires; Surveys; Tables (Data); *Use Studies; *Videotape Recorders; Videotex

This review of the relevant literature and data reports on the availability and use of telecommunications technologies in the home was intended to provide a base for a household-based study focusing on those technologies that have a potential for instruction or learning within a home environment. The information provided includes household composition, members' education level, information seeking trends, and learning within the context of the home environment. Usage trends and statistical data are also provided for specific technologies that are utilized in the home: cable television, videotape and videodisc machines, microcomputers, and videotex and database services. A framework for considering incidents of self-directed learning is also presented, as well as suggestions for implementation of the survey. Selected references and two appendices (on data collection problems and cable services that carry advertising) complete the document. (JB)

ED 261 673 IR 011 825

LeRoy, Judith M.; LeRoy, David J.

Telecommunications Technologies in the Home: Abstracts of the Literature Search. Volume II.

Pacific Mountain Network's Television Ratings Analysis Consortium.

SPONS. AGENCY- Corporation for Public Broadcasting, Washington, D.C.; National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Feb 84
NOTE- 329p.; For related documents, see ED 187 342, ED 202 464, ED 256 292, and IR 011 824.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Attitudes; *Cable Television; *Databases; *Family Environment; *Home Study; Information Sources; *Microcomputers; *Online Systems; Public Television; Videotape Recorders; Videotex

A companion publication to Telecommunications Technologies in the Home: An Introduction and Evaluative Review of the Literature with a Special Emphasis on the Instructional Use of the Technologies (Volume I), this report (Volume II) describes the information sources used to collect information for that literature review and presents abstracts of the relevant reports found. The purpose of the literature search was to locate recent articles, monographs, and unpublished studies in the area of telecommunications, technologies, and the home. Primary emphasis was on newer studies and especially unpublished studies. In most instances, the search ranged from 1970 to May 1983; however, for the periodical literature, the search was limited to the last three years. Most of the commercial sources were utilized in this review, especially the omnibus database, the DIALOG Information Service. The key concepts of the search were: instruction, education, learning, study, home, computer, microcomputer, personal computer, television, cable television, telecommunications, and technology. Sources consulted for the literature search included: National Technical Information Service (NTIS), Trade and Industry Index, Magazine Index, Social Scisearch, Microcomputer Index Database, Sociological Abstracts, ERIC Database, and Comprehensive Dissertation Abstracts. (JB)

Moulin, Bernard
Thinking and the Design Process. DIUL-RR-8414.
Laval Univ., Quebec (Quebec).
REPORT NO.- DIUL-RR-8414
PUB DATE- May 84
NOTE- 30p.; Paper presented at the International Conference on Thinking (Cambridge, MA, August 19-23, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Artificial Intelligence; *Cognitive Structures; *Computer Science; *Concept Formation; Creative Thinking; *Designers; Diagrams; Information Systems; Models; *Systems Analysis; Systems Approach; *Systems Development

Designed to focus attention on the design process in such computer science activities as information systems design, database design, and expert systems design, this paper examines three main phases of the design process: understanding the context of the problem, identifying the problem, and finding a solution. The processes that these phases involve, such as learning, reasoning, modeling, and creating, are identified and presented through the use of a model of mental representation which is built on the base of associated concepts. This model then provides a framework for studying the design approaches of the Open Systems Analysis and the EPAS/IPSO (Entree Processus Accumulation Sortie/Input Process Store Output) Approach. The former is given as an example of a well known conceptual approach which is purely functional; the latter is presented as a generalization of the Open Systems Analysis which includes the principle of autonomy of systems. The EPAS/IPSO Approach's applications are then related to the design of any kind of system: material, informational, organizational, biological, or temporal. Finally, the Generalized EPAS/IPSO Approach is introduced as a way to develop even more complex systems by providing conceptual tools to design expert systems. (Author/JB)

ED 261 675 IR 051 245

Katzer, Jeffrey; And Others
A Study of Free-Index Phrases. Final Report.
Syracuse Univ., N.Y. School of Information Studies.
SPONS. AGENCY- National Science Foundation. Washington, D.C. Div. of Information Science and Technology.
PUB DATE- Jun 85
NOTE- 93p.
GRANT- NSF-IST-82/11348
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Abstracts; Databases; *Indexing; *Information Retrieval; *Information Systems; *Phrase Structure; Research Projects; Statistical Analysis; Structural Linguistics
IDENTIFIERS- INSPEC; *Keywords; *Surrogates (Linguistics)

This research project was motivated by results of earlier work (Katzer et al., 1982) on the overlap among document representations. In the earlier study, one representation used in the INSPEC database proved to perform unexpectedly well in comparison with other commonly used representations, such as controlled vocabulary or free-text terms from the title/abstract of the document. That representation--free-index phrases--is mainly composed of free-text phrases selected by an indexer from the title/abstract. The objectives of the current research project were (1) to discover why the free-index phrases performed as well as they did, and (2) to attempt to produce surrogate free-index phrases automatically from the title/abstract. The free-index phrases in samples of INSPEC title/abstracts were examined and the results of the previous study were reconsidered in light of the current project. The project began with all of the noun phrases in the title/abstract. From these, several methods were used to select surrogate free-index phrases. Each method was compared statistically and empirically against the actual free-index phrases, and in no case did the surrogates perform as well. No clearcut cause for the performance of the phrases was found. One viable possibility has to do with those relatively few free-index phrases which do not derive directly from the title/abstract of the document, but are added by indexers at INSPEC, who take most of them from the controlled vocabulary. Numerous tables, 29 references, and five appendices are included. (Author/THC)

ED 261 676 IR 051 246

Sitts, Maxine K., Ed.
The Automation Inventory of Research Libraries.
Association of Research Libraries, Washington, D.C. Office of Management Studies.

PUB DATE- Aug 85
NOTE- 83p.; Document contains small print.
AVAILABLE FROM- Automation Inventory, Office of Management Studies, Association of Research Libraries, 1527 New Hampshire Ave., NW, Washington, DC 20036 ($40.00, prepayment required).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Databases; Higher Education; Information Systems; *Library Automation; *Library Planning; Library Research; Library Statistics; Library Surveys; *Library Technical Processes; Matrices; Online Searching; Online Systems; *Research Libraries
IDENTIFIERS- Association of Research Libraries

This publication reporting the responses of 92 Association of Research Libraries (ARL) members to an automation inventory survey conducted in March 1985 was generated from a database developed by ARL to provide timely, comparable information about the extent and nature of automation within the ARL library community. Among operational systems, the five most-often-reported uses for automation are: database searching (92), cataloging/utility (89), administrative (85), interlibrary loan (87), and serials/union list (57). Of libraries planning to automate functions, the five most frequent responses are: online catalog (58), serials check-in/claim (43), reserve room (39), cataloging/local (30), and circulation (29). When libraries reported on modifying systems, they most often reported acquisitions (10), circulation (8), and cataloging/local (6). This document includes: an introduction and survey background information; an overview of findings; examples of information from searches of the database; descriptions of inventory data elements (including a data collection matrix); a brief report on expenditures; and a schedule of fees for automation inventory searches and this publication. Print-outs of the data for all functions by library complete the report. (THC)

ED 261 677 IR 051 247

Krendl, Kathy A.; Fredin, Eric S.
Biases of Communication Systems: An Exploratory Approach to Studying New Communication Technologies.
PUB DATE- May 85
NOTE- 25p.; Paper presented at the Annual Meeting of the International Communication Association (Honolulu, HI, May 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Ability; Comparative Analysis; *Delivery Systems; *Encyclopedias; Grade 8; *Intermode Differences; *Knowledge Level; Media Research; Pretests Posttests; Research Papers (Students); Secondary Education; Technological Advancement; *Videotex

This field experiment begins to build a theoretical framework for exploring the effects of media characteristics on subjects' understanding and integration of information. Students in two eighth-grade science classes wrote term papers with one class using a print encyclopedia and the other an electronic encyclopedia to conduct their research. A third class, taught by the same teacher, was not assigned the term paper and acted as a control group. Measures of horizontal knowledge (breadth of knowledge on the topic) and vertical knowledge (depth of knowledge on the topic) were collected from pre- and posttests, as well as from teacher assessments of the final papers. The horizontal and vertical knowledge measures were designed to tap the effects of basic characteristics of the two media systems on the way in which the subjects used them. Because of the nature of the system, students using the videotex system were expected to score highest on horizontal knowledge, whereas print students were expected to perform best on measures of vertical knowledge. Results support the first hypothesis with students in the electronic encyclopedia class scoring significantly higher on measures of horizontal knowledge. However, teachers also scored the electronic encyclopedia student papers higher on vertical knowledge. This exploratory study concludes that efforts to link specific media characteristics to dependent measures of subject understanding or learning is a fruitful approach for research on the effects of new technologies.

An 11-item bibliography and 3-point scales for each of the dependent variables (appearance, vertical, and horizontal knowledge) are included. (Author/THC)

ED 261 678 IR 051 248

Krubsack, Harold; And Others
The Cooperative Spirit: School Media Centers & the Public Library.
Wisconsin Educational Media Association, Madison.
SPONS. AGENCY- National Association of State Educational Media Professionals, Indianola, IA. Div. of Publications.
PUB DATE- 85
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Cooperative Planning; Elementary Secondary Education; Learning Resources Centers; *Library Cooperation; *Library Materials; Library Personnel; *Library Services; Program Descriptions; *Public Libraries; *School Libraries
IDENTIFIERS- *Resource Sharing; Wisconsin

Resulting from a concern for a need to develop strong communication links between school media specialists and public librarians, this publication presents ideas and examples of cooperative activities that are, for the most part, easy to implement. While not all activities may be necessary or even appropriate in all situations, they are presented with the intention of increasing interest and stimulating discussion. The publication opens with an examination of various levels of cooperation: no cooperation, informal cooperation, formal cooperation, and formalized cooperation. A discussion of the objectives and benefits of cooperation follows, and 17 steps necessary for effective cooperation are outlined. Sections on sharing ideas, materials, and personnel, and on joint endeavors are followed by a checklist of activities. A 14-item bibliography is included. (THC)

ED 261 679 IR 051 249

Nielson, Brian; And Others
Educating the Online Catalog User: A Model for Instructional Development and Evaluation. Final Report. Revised.
Northwestern Univ., Evanston, Ill. Univ. Libraries.

SPONS. AGENCY- Council on Library Resources, Inc., Washington, D.C.
PUB DATE- 5 Jan 85
NOTE- 196p.
CONTRACT- CLR-2055
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Higher Education; *Instructional Development; Library Automation; *Library Catalogs; *Library Instruction; Library Research; Library Skills; *Online Searching; Online Systems
IDENTIFIERS- Library Users; *Online Catalogs; *Transaction Log Analysis

This report describes efforts by three academic libraries to develop a model instructional program for online catalog users that could be adopted in other academic libraries. A key component of the research included the exploration and development of a methodology for utilizing online transaction logs to evaluate user performance. The four project objectives were: to develop a model for online catalog instruction based on a set of systematic and generalizable instructional objectives; to implement an instructional program based on the learning objectives at Northwestern University; to evaluate the success of this program through a variety of evaluative techniques, including transaction analysis; and to assess the utility of transaction log analysis as a means for instructional evaluation. The five-part report includes: (1) a review of the project's objectives and some of the underlying issues that prompted this study in online catalog user education; (2) a description of the establishment of learning objectives--the framework upon which the model program is based--as well as the model itself, and a review of the process for determining generalizable objectives through collaboration among the three participating libraries; (3) a detailed description of the research design and evaluation methodology used in determining the effects of an instruction program on the model as implemented at Northwestern University; (4) the evaluation findings and principal research outcomes of the project; and (5) the principal conclusions, some general observations on the research process, and suggestions for further research. The instruments used to gather data on user performance are described and included. An extensive bibliography is among the 10 appendices included. (THC)

DOCUMENT RESUME

ED 261 680 IR 051 250

Wesley-Tanaskovic, Ines
Guidelines on National Information Policy: Scope, Formulation and Implementation.
United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.
REPORT NO.- PGI-85/WS/14
PUB DATE- 85
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cooperative Planning; *Developing Nations; *Foreign Countries; Guidelines; Information Utilization; International Organizations; *Policy Formation; Position Papers
IDENTIFIERS- *National Information Policy

This document on the planning and implementation of national information policies is addressed primarily to decision-makers and planners in governments and public institutions, which are increasingly faced with the problem of formulating policies appropriate to the growing importance of information as an essential national resource. Designed to provide guidance to those whose duty it is to translate information policy into ongoing activities, the document highlights the variables involved, illuminates problem areas, emphasizes questions, and identifies for its users the essential elements for designing information policies for their particular socioeconomic environment. The guidelines concentrate on major problems and address the following questions: identification of information requirements; means of satisfying information requirements; promotion of effective use of information; a basic policy statement with regard to the provision of information; information policy-making procedures; the implementation of information policy; and the national information coordinating organization. An introduction, which presents the rationale for a national information policy, an executive summary, and a 10-item bibliography are included. (THC)

ED 261 681 IR 051 251

Cole, John Y., Ed.
In Celebration: The National Union Catalog, Pre-1956 Imprints.
Library of Congress, Washington, D.C.
REPORT NO.- ISBN-0-8444-0380-6
PUB DATE- 81
NOTE- 54p.; Papers presented at a Symposium at the Library of Congress sponsored by the Center for the Book (Washington, DC, January 27-28, 1981).
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (LC 1.2:N21).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; *Cataloging; Higher Education; *Library Automation; *Library Cooperation; National Libraries; Online Systems; *Research Libraries; Technological Advancement; Union Catalogs
IDENTIFIERS- *Library of Congress; *National Union Catalog

This document contains the principal papers from a 1981 symposium held to celebrate the completion of the 754-volume National Union Catalog, Pre-1956 Imprints. Papers by both those who use the National Union Catalog (NUC) and those who developed it are included. A brief preface describes the mission of the Center for the Book and the purpose of the conference. The introduction defines the NUC, chronicles its history, and discusses the impact of technology on all forms of bibliographical control, with particular emphasis on the NUC. The papers tell the story of how the NUC, a 14-year publishing project, came to be and how it is being used now. Papers include: (1) "The Library of Congress and The National Union Catalog" (William J. Welsh); (2) "The National Union Catalog and Research Libraries" (Gordon R. Williams); (3) "Editing the NUC" (David A. Smith); (4) "Publishing the NUC" (John Commander); (5) "Antiquarian Booksellers and The National Union Catalog: A Survey" (Bernard Rosenthal); (6) "Scholarly Uses of The National Union Catalog: An International Perspective" (Nicolas Barker); and (7) "Scholarly Uses of the National Union Catalog: A Bibliographic Saga" (William B. Todd). (THC)

ED 261 682 IR 051 252

Library of Congress Mass Book Deacidification Facility. Hearing before the Committee on Rules and Administration, United States Senate, Ninety-Eighth Congress, Second Session, on S. 2418, Providing for the Library of Congress Mass Book Deacidification Facility.

Congress of the U.S., Washington, D.C. Senate Committee on Rules and Administration.

REPORT NO.- Senate-Hrg-98-1134
PUB DATE- 11 Apr 84
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Books; *Federal Regulation; Government Publications; Government Role; Hearings; *Library Materials; National Programs; *Preservation; *Prevention
IDENTIFIERS- Congress 98th; *Deacidification; *Deterioration (Books); Library of Congress

This document presents testimony heard on S. 2418, a bill to authorize the Librarian of Congress to construct the Library of Congress Mass Book Deacidification Facility at Fort Detrick, near Frederick, Maryland, subject to the supervision and construction authority of a federal, civilian, or military agency. The facility would be used to neutralize acid in book paper, thereby extending the life of books in the library's collection by 400 to 600 years. The bill would authorize $11.5 million for a building to house the necessary equipment and its laboratory facilities. Deacidification costs in the mass facility are estimated to be $3-5 per book, substantially less than the alternative cost of approximately $30 for microfilming each book. Operating costs for this laboratory facility are expected to be between $2-3 million per year, including three or four new positions to staff the facility. The document includes testimony of Daniel J. Boorstin, Librarian of Congress; Beverly B. Byron, Congressional Representative from the State of Maryland; Carolyn Greiner, on behalf of Mayor Ronald N. Young, city of Frederick, Maryland; a panel including Carolyn L. Harris (Columbia University Libraries), Susan Martin (Johns Hopkins University), and Gary E. Strong (California State Library); and Steven W. Linger (President, Frederick County Chamber of Commerce). Prepared statements from each of the above participants and Wendell H. Ford, Senator from Kentucky, and a summary of the costs of the project prepared by the Librarian of Congress are included. (THC)

ED 261 683 IR 051 253

Long-Range Plan for Library Services in Wisconsin: 1984-1989. Bulletin No. 5395.
Wisconsin State Dept. of Public Instruction, Madison. Div. of Library Services.
PUB DATE- 84
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cooperative Planning; Library Cooperation; Library Networks; *Library Services; *Long Range Planning; Position Papers; *Public Libraries; *School Libraries; *Statewide Planning
IDENTIFIERS- Library Services and Construction Act; *Resource Sharing; *Wisconsin

This long-range plan for library services in Wisconsin is divided into four major divisions. The first covers characteristics of Wisconsin affecting library services and includes a population profile, an examination of economic indicators, a discussion of social and governmental concerns, and a review of trends in education. A section on library service needs in Wisconsin includes discussions of: needs assessments, surveys, and plans; the resource sharing environment; service to children and young adults, college students, adults, and special users; public libraries and public library system development; public library physical facilities; and school libraries. The third section presents the 14 major goals for library service and lists objectives for each goal. The final section covers the Library Services and Construction Act (LSCA) and includes criteria for determining adequacy of library services; general LSCA policies and procedures; and LSCA projects approved for fiscal year 1985. A directory of related state governmental divisions and bureaus is included. (THC)

ED 261 684 IR 051 254

Duchesne, Roddy; Sonnemann, Sabine S.

Optical Disk Technology and the Library. Part 1: The Technology and Its Applications. Part 2: The National Library Videodisc Demonstration Project. Canadian Network Papers Number 9 = Technologie du Videodisque et la Bibliotheque. Premiere partie: La Technologie et ses Applications. Deuxieme partie: Projet de Demonstration du Videodisque a la Bibliotheque Nationale. Documents sur les Reseaux Canadiens Numero 9.

National Library of Canada, Ottawa (Ontario).

REPORT NO.- ISBN-0-662-53811-0

PUB DATE- May 85

NOTE- 131p.

AVAILABLE FROM- Publications Section, Public Relations Office, National Library of Canada, 395 Wellington Street, Ottawa, Ontario, Canada K1A 0N4.

LANGUAGE- English; French

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Foreign Countries; *Information Retrieval; *Information Storage; Information Systems; *Library Automation; Library Materials; Library Services; Library Technical Processes; National Libraries; Preservation; Program Descriptions; *Systems Development; Technological Advancement; *Videodisc Recordings

IDENTIFIERS- *Canada; *Optical Disks

This report is intended to assist Canadian libraries in assessing potential library applications of optical disk technology. Part 1 provides a general outline of the technology and describes a number of library applications and projects. Descriptions are purposely general and illustrative in nature since the technology and its applications are developing rapidly. Part 2 is the report of the Canadian National Library's Videodisc Demonstration Project, which took place between 1981 and 1983. The project description provides an in-depth view of the potential of a specific optical disk system type, namely videodisc, to address library storage, preservation, and access concerns. The seven appendices include: (1) commonly used acronyms; (2) personnel involved in the Videodisc Demonstration Project; (3) arrangement of material on the videodisc; (4) indexing of the "O Canada" segment of the videodisc; (5) project equipment and operational features; (6) programming the Apple II for a combined videodisc/microcomputer information retrieval system; and (7) a 33-item reading list. (THC)

ED 261 685 IR 051 255

Kramer, Ruth
The Role of the Preprint in Communication among Scientists.
PUB DATE- 8 May 85
NOTE- 75p.; Student paper, Northern Illinois University, Department of Library Science.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Libraries; *Communication (Thought Transfer); *Diffusion (Communication); Higher Education; *Information Dissemination; Intergroup Relations; Research Libraries; Research Reports; *Scientific and Technical Information; Scientific Concepts; Scientific Literacy; Scientific Research; *Scientists; Special Libraries

This paper examines the preprint as a medium of information in the communication process among scientists. The proliferation of scientific research since World War II has increased the prevalence of preprints as a means of coping with the volume of science literature worldwide. This project collected data via a search of publications during the past 20 years, letters of inquiry sent to nine librarians, field trips to two preprint libraries, and interviews with selected individuals. Data on the historical foundations of communication in science, participants in the process, the use of the preprint, methods of access, and recommendations for future research are included. Findings indicate preprints are often the first source of recorded research accessed by scientists to keep up-to-date on current progress in any field. Information dissemination among scientists with common interests provides feedback for the perfection of the permanent record prior to formal publication. Proposed questions for further research are discussed. A list of personal correspondence and interviews, an extensive bibliography, and copies of related correspondence are included. (Author/THC)

ED 261 686 IR 051 256

Carter, Constance, Comp.
Scientific and Technical Libraries: Administration and Management. LC Science Tracer Bullet 84-5.
Library of Congress, Washington, D.C.
PUB DATE- Oct 84
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reference Materials - Bibliographies (131)
DESCRIPTORS- Information Services; *Information Sources; *Library Administration; *Library Planning; *Reference Materials; *Scientific and Technical Information; *Special Libraries; Subject Index Terms
IDENTIFIERS- *Library of Congress; Pathfinders

This guide to reference materials on the management of scientific and technical libraries updates and expands LC Science Tracer Bullet 76-1. While the guide is not intended to be a comprehensive bibliography, the compilation does provide the user with a representative sample of types of materials available and suggestions on appropriate terminology for conducting searches. The publication includes both specific bibliographical citations and general recommendations. Materials are listed in the following categories: general introductions; subject headings used by the Library of Congress; basic texts; specialized texts; related titles; handbooks and case studies; encyclopedias and directories; bibliographies; state-of-the-art reviews and conference proceedings; abstracting and indexing services; journals; representative journal articles; indexes and guides to reports and other types of literature; selected technical reports; selected materials available in the Library of Congress Science Reading Room pamphlet boxes; and names, addresses, and telephone numbers of five associations that can provide additional information. (THC)

ED 261 687 IR 051 257

Falk, Joyce Duncan

Survey of Online Searching in the Humanities in Four-Year College and University Libraries.

California Univ., Irvine. Univ. Library.

PUB DATE- 85
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; *Databases; Higher Education; *Humanities; Information Needs; *Library Research; *Library Services; Library Surveys; *Online Searching; Online Systems

College and university librarians were surveyed in May 1984 to assess their experiences and opinions with respect to online searching in the humanities. A questionnaire was mailed to 1,160 4-year college and university libraries in the American Library Directory (1983) that listed an online services coordinator, an enrollment of 1,000 or more, or holdings of 100,000 or more books. Out of 350 (30%) replies, 85 (24% of returns) indicated their institutions had no online searching service. A majority of the 254 replies that contained usable data reported that less than 10% of their searching occurred in the humanities. The most frequently used databases were MLA (Modern Language Association) Bibliography; America: History and Life; and Historical Abstracts. The percentage of humanities database use compared to total online searching was estimated and the seriousness of problems in searching in the humanities was ranked. The most important problems were identified as the limited scope of existing humanities databases and the lack of databases for some fields in the humanities. The study also summarized the impact of online searching in the humanities on other library functions, including bibliographic instruction. The question of a vocabulary of the humanities elicited divided opinion from respondents. The report includes a copy of the questionnaire, 11 tables, and a number of bibliographic references. (Author/THC)

ED 261 688 IR 051 258

Hardesty, Larry
Use of Media in Library Use Instruction.
PUB DATE- 25 Jun 84
NOTE- 56p.; Paper presented at the Annual Conference of the American Library Association (Dallas, TX, June 25, 1984).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Audiovisual Aids; *Formative Evaluation; Higher Education; *Instructional Development; *Instructional Materials; *Library Instruction; Library Skills; Media Adaptation; Media Selection; Nonprint Media; *Slides; Teaching Methods

This document identifies situations in which the use of nonprint media is effective in library instruction programs. Two points are emphasized throughout the document: the use of sophisticated and expensive media is not crucial to the success of a library instruction program, and effective use of media in library instruction involves careful planning and preparation. Among the advantages identified in using media effectively are: the ability to reach a large audience; the extension of influence of quality instruction; the ability to overcome time and space limitations; and the ability to create special effects to enhance learning. Following a general discussion of the use and advantages of media, the paper discusses in turn each of 10 steps involved in the instructional development process: (1) needs assessment; (2) solution selection; (3) analysis of task and content; (4) development of instructional objectives; (5) selection and sequencing of instructional strategies; (6) selection of media; (7) development and location of necessary resources; (8) tryout and evaluation; (9) revision/recycle; and (10) social aspects. A 26-item reference list is included. (THC)

Mech, Terrence
Library Skills for Teachers: A Self-Paced Workbook.
King's Coll., Wilkes-Barre, Pa.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jan 85
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Databases; *Educational Resources; Encyclopedias; Government Publications; Higher Education; Indexes; Information Sources; *Library Instruction; Library Materials; *Library Skills; Multiple Choice Tests; Research Libraries; Search Strategies; *Teacher Education; Workbooks

Designed to introduce education students to the basic library resources in the field, this self-paced workbook assumes a basic knowledge of the library and its resources. Each section in the eight-chapter workbook discusses a particular type of reference material and sample entries are provided when appropriate. Eleven assignments (two multiple choice questions each except for three on government publications) relate to the various topics covered.

Topics covered include: (1) research strategy; (2) specialized encyclopedias; (3) Library of Congress subject headings; (4) the Education Index; (5) the ERIC (Educational Resources Information Center) system; (6) Psychological Abstracts; (7) government publications; and (8) DIALOG. The 23 multiple choice questions covered in the 11 assignments are included together with an answer key. (THC)

ED 261 690 IR 051 261

Johns, Claude, Jr., Ed.; Moore, Beverly, Ed.
Colorado Academic Library Master Plan. Revised Edition.
University of Southern Colorado, Pueblo.
PUB DATE- Mar 85
NOTE- 88p.; For an earlier master plan, see ED 226 751.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Libraries; Higher Education; Library Administration; Library Collection Development; Library Facilities; Library Networks; *Library Planning; Library Role; *Library Services; Library Statistics; *Long Range Planning; State Programs; *Statewide Planning
IDENTIFIERS- *Colorado

This master plan for Colorado academic libraries assesses current strengths and weaknesses of public and private academic libraries in the state and forecasts the role of academic libraries in support of higher education. The plan consists of a series of recommendations divided into six related and overlapping sections: access, collection development, library services, networking, administration, and master plan implementation and maintenance. Each recommendation identifies a course of action which should be undertaken. A few recommendations also incorporate goals considered so important that attention must be called to them even though a prescribed activity and time frame for implementation cannot be offered. Prior to the specific recommendations, the document includes: a history of the Academic Library Master Plan; a directory of members of the Colorado Academic Library Master Plan Committee; an introduction; role and mission statements; and statewide accomplishments between 1982 and 1984 in each of the six areas identified above. Numerous appendices provide specific guidelines and library statistics. A glossary is included. The appendixes include access policy guidelines, the reciprocal borrowing agreement, guidelines for the formulation of collection development policies, and library and media center space guidelines. (THC)

ED 261 691 IR 051 262

Becker, Gary H.
The Copyright Game. An Information Exchange and Strategy Session. Resource Guide. Revised.

PUB DATE- 82
NOTE- 13p.
AVAILABLE FROM- Gary H. Becker, 1770 Blackmon Court, Longwood, FL 32779 ($5.73 postpaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090) Reference Materials - General (130)
DESCRIPTORS- Audiodisc Recordings; Audiotape Recordings; Audiovisual Aids; Computer Software; *Copyrights; Educational Legislation; *Federal Legislation; *Federal Regulation; Guidelines; *Instructional Materials; Legal Responsibility; Library Materials; Music; Programing (Broadcast); *Reprography
IDENTIFIERS- *Copyright Law 1976; *Software Copying

An overview of the Copyright Law (Public Law 96-517) and highlights of those sections most applicable to education are presented in this resource guide. Specific references are made to both print and nonprint materials and guidelines are provided to assist in determining whether the use of material or its reproduction might constitute an infringement of the law. The document comprises two updates. Update One, dated 1977, covers: Highlights of the Law; Do's, Don'ts and Maybes?; Classroom Copying; Library Photocopying; Library Photocopying for Reserve Use; Guidelines for Educational Uses of Music; and Reproduction of Audio-Visual Works. Update Two, dated August 1982, covers the status of off-air recording rights and the duplication of computer software. Reference citations to the law are provided as well as suggested formats for an institutional policy statement and a sample permissions letter. (Author/THC)

ED 261 692 IR 051 263

Barrett, W. F.
The EUDISED Database. Present Situation and Possible Developments.
Council for Cultural Cooperation, Strasbourg (France).
REPORT NO.- DESC/Doc-(85)-12; E-84.537
PUB DATE- 1 Jul 85
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Audiovisual Aids; Computer Software; *Databases; Data Processing; *Educational Research; *Educational Resources; Foreign Countries; Information Dissemination; Information Sources; International Organizations; Online Systems; Periodicals; *Thesauri
IDENTIFIERS- *Council of Europe (France); France

The EUDISED (European Documentation and Information System for Education) database is described in this document and proposals are made for extending the database to cover areas in addition to educational research projects. Mention is made of educational periodicals, audiovisual teaching aids, educational software, the periodical "News-letter/Faits Nouveaux," the EUDISED multilingual thesaurus, and the publications of the Council for Cultural Co-operation. At the June 1985 meeting of the council, it was decided efforts should concentrate on incorporating into the database the EUDISED thesaurus in all of its nine language versions, the periodical "News-letter/Faits Nouveaux," and abstracts describing its own publications in the field of education. (Author/THC)

ED 261 693 IR 051 264

Activities for School Library Media Day, April 17, 1985. Focus on New Hampshire's School Library Media Centers.

New Hampshire Educational Media Association, Concord.; New Hampshire State Library, Concord.

PUB DATE- 17 Apr 85
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - General (130)
DESCRIPTORS- Elementary Secondary Education; Information Dissemination; *Institutional Advancement; *Learning Resources Centers; *Library Extension; Media Specialists; Program Descriptions; *Public Relations; School Community Relationship; *School Libraries
IDENTIFIERS- *New Hampshire

In 1985, the American Association of School Libraries declared April as School Library Media Month. The New Hampshire Educational Media Association (NHEMA) Board chose April 17th as the day for all New Hampshire school library media centers to focus on the role that they play in the total school program. This booklet suggests a wide variety of activities and events that New Hampshire schools could arrange or sponsor to call attention to the school library media center. Among the activities are: using a proclamation (a sample proclamation is included); writing a press release and getting the most mileage out of public relations efforts; a balloon launch to celebrate books and reading; a display in a public service or store window; a contest to design and produce an advertisement for School Library Media Day; a program for parents on selecting and sharing books; a trivia contest to stimulate interest in mastering reference skills; and a slide/tape presentation of media center activities. An evaluation form is included to encourage activity planners to provide feedback to the New Hampshire State Library on the activities held. (THC)

ED 261 694 IR 051 265

Hough, Helen
Governments and Information. A Supplemental Bibliography.

PUB DATE- 85
NOTE- 47p.; For the syllabus of Governments and Information, IST 607, A Graduate Course (by Marta Dosa), see ED 237 099.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Libraries; *Federal Legislation; Federal Regulation; Foreign Policy; *Government Publications; Higher Education; Information Sources; *Legislation; Library Education; Periodicals; Public Agencies; Public Policy; *Reference Materials
IDENTIFIERS- *Information Policy; Syracuse University NY

Divided into three major sections, Information Policies, Legal Information, and Presidential Information, this bibliography provides full citations for a wide range of government publications. Call numbers and locations of the documents in the Syracuse University Library system are supplied. Within the Information Policies portion, there are sections on reference sources; domestic information policies; international information policies; information resources management; and computer security. The Legal Information section includes reference sources; legislative information; and regulatory information. The section on Presidential Information covers reference sources; monographs; and periodical articles. Monographs and periodical articles are listed for each section, and manuals, guides, series, indexing and abstracting services, and journals are listed when appropriate. (THC)

DOCUMENT RESUME

ED 261 695 IR 051 266

Wilmot, R.
The Information Economy--A European Agenda.
PUB DATE- 26 Sep 84
NOTE- 12p.; Paper presented at a Seminar (Kingston Upon Thames, England, September 26, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Computer Software; Foreign Countries; Global Approach; *Information Needs; *Information Science; *Information Scientists; Innovation; *Policy Formation; Problem Solving; *Standards; Technology Transfer; Telecommunications
IDENTIFIERS- *Computer Industry; *Europe

From a European perspective, this paper focuses on a set of issues affecting the emerging information economy. Among the issues covered are: developing a means of measuring the value of information and knowledge; studying other institutions such as the United States Department of Defense and the United States venture capital industry which are more advanced in recognizing the value of intellectual property; the convergence of the computing and communications industries into one digital world of information engineering; the possibility that information technology products like computers and switches will become polarized into high volume capital intensive low margin production activity and know-how intensive intellectual design activity; the role of information engineers within organizations in adding value to the enterprise by ensuring that relevant data--both internal and external--is transformed into information that can be shared by all involved in the decision making processes relevant to the organization; the need for standards and a pro-active approach to intellectual property rights; and the basic problem of information access. The paper concludes with some recommendations to be considered by the information industry, its users, and the government. (THC)

Organizational Futures: Staffing Research Libraries in the 1990s. Minutes of the Semiannual Meeting of the Association of Research Libraries (105th, Washington, D.C., October 24-25, 1984).

Association of Research Libraries, Washington, D.C.

PUB DATE- 85
NOTE- 108p.; For related document, see ED 256 353.
AVAILABLE FROM- Association of Research Libraries, 1527 New Hampshire Ave., NW, Washington, DC 20036 (ARL members, $7.50 per issue; nonmembers, $12.50 per issue).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Higher Education; *Library Administration; Library Associations; *Library Personnel; Library Planning; Library Research; Meetings; *Policy Formation; *Research Libraries; *Staff Role

Program presentations on issues related to staffing considerations in research libraries and business meeting minutes are combined in this report from the Association of Research Libraries (ARL). Under the program title, "Organizational Futures: Staffing Research Libraries in the 1990's," a report by the Task Force on Research Library Staffing addresses the roles and responsibilities of professional and support staff, the different staff categories and ratios that would exist in the near-term future, and the kinds of administrators and managers that would be needed in that environment. The report of the Task Force identifies an array of options through models that are designed to stimulate membership discussion. Concluding remarks summarize the points presented. Business meeting activities include reports from: the ARL Executive Director, the Committee on Collection Development, the Committee on ARL Statistics, the Office of Management Studies, and the ARL President. A report on the proposed North American Retrospective Conversion Project as well as guidelines for minimum preservation efforts in ARL libraries are also presented. Discussions of the election of vice-president/president-elect and new board members, as well as the change of officers, and dues increases for 1985 are included. Appendices provide background information for the reports; lists of meeting participants; members of the ARL board, task forces, and committees; and member libraries. (THC)

ED 261 697 IR 051 268

Godden, Irene P.; Moon, Myra Jo

Organizing for Preservation in ARL Libraries. SPEC Kit 116.

Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Aug 85
NOTE- 150p.
AVAILABLE FROM- Systems and Procedures Exchange Center, Office of Management Studies, Association of Research Libraries, 1527 New Hampshire Ave., NW, Washington, DC 20036 ($20.00, prepayment required).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; Higher Education; *Job Development; Library Administration; *Library Planning; Library Surveys; Library Technical Processes; *Occupational Information; *Preservation; *Prevention; Program Descriptions; Program Development; Research Libraries

Recognizing recent efforts by members of the Association of Research Libraries (ARL) in establishing departments or designating full-time staff for preservation efforts, the Systems and Procedures Exchange Center (SPEC) undertook a survey to identify ways research libraries are reorganizing for these new activities. Telephone interviews were conducted with 27 libraries identified as having a preservation department or planning one. This kit includes initial planning statements, rationales for program placement, organization charts, and job descriptions. Documents from the following universities are included: Brigham Young University; University of California at Berkeley; University of Chicago; Columbia University; University of Connecticut; Cornell University; University of Iowa; University of Michigan; Ohio State University; Stanford University; Southern Illinois University at Carbondale; University of Texas at Austin; Texas A&M University; University of Virginia; and Yale University. A short summary of the survey results which introduces the collection of documents covers patterns of organization, technical services, collection development, administrative services, and issues and trends. A list of libraries contacted concludes the report. (THC)

ED 261 698 IR 051 269

Bollinger, William A.; And Others
Post-Processing of Bibliographic Citations from DOE/RECON, NASA/RECON, and DOD/DROLS.
California Univ., Livermore. Lawrence Livermore Lab.
SPONS. AGENCY- Department of Energy, Washington, D.C.
REPORT NO.- UCRL-89995-Rev-1
PUB DATE- Aug 84
NOTE- 18p.; Paper presented at the International Online Information Meeting (8th, London, England, December 4-6, 1984).
CONTRACT- W-7405-ENG-48
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bibliographic Coupling; Citation Indexes; *Citations (References); *Computer Software; Correlation; *Databases; *Data Processing; *Information Networks; *Information Retrieval; Information Systems; *Online Systems
IDENTIFIERS- *Bibliographic Services; Gateway Systems

An interactive, self-guided program for the joint post-processing of bibliographic citations from the federal information centers of the Department of Energy (DOE), the Department of Defense (DOD), and the National Aeronautics and Space Administration (NASA) is described. The program, presently installed on the Intelligent Gateway Processor of the Technology Information System (TIS/IGP) at the Lawrence Livermore National Laboratory, is under evaluation by the TIS user community from remote terminals by telephone dial-up over TYMNET, and the ARPA computer network. Users are individually authorized for access to specific information centers, and use standard commands for the downloading, compilation, and online review of citations in a common format. Previously reported post-processing capabilities have been expanded, permitting: (1) online citation review, categorization, and addition of new data elements; (2) disassembly and re-assembly of citations; (3) statistical analysis of data field contents; (4) cross-correlation of data field contents; and (5) concordance generation. Additionally, the new two-pass interpreter for the post-processing program permits: the transformation of abbreviated data field names into English names preferred by each agency, the statistical analysis of the density and completeness of data fields in selected sets of bibliographic citations, the elimination of redundant citations, and trend analysis. References are included. (Author/THC)

ED 261 699 IR 051 270

Cummins, Julie; And Others
Standards for Youth Services in Public Libraries of New York State.
New York Library Association, New York.

REPORT NO.- ISBN-0-931658-06-3
PUB DATE- Jul 84
NOTE- 35p.; Prepared by the Task Force on Standards for Youth Services, Youth Services Section, New York Library Association.
AVAILABLE FROM- The New York Library Association, 15 Park Row, Suite 434, New York, NY 10038 ($5.00 plus $1.00 for postage).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reference Materials - General (130)
DESCRIPTORS- *Adolescents; Guidelines; Library Administration; Library Collection Development; *Library Collections; Library Facilities; *Library Planning; Library Role; *Library Services; Library Standards; Preadolescents; *Public Libraries; Reference Services; Young Children
IDENTIFIERS- *Childrens Libraries; *New York

This guide is designed to assist librarians and administrators both in assessing the strengths and weaknesses of their public library service to youth and in making immediate and long range plans to reach desired goals. The standards provide a basis for understanding the scope and purpose of youth services. A philosophical statement on service precedes guidelines on materials collections, services, and facilities for both children and young adults. Specifics on collection size, reference services, programming, and working with community agencies are included. Combined sections for both children and young adult specialities cover staffing and management, budget preparation, goals and objectives, professional development, and involvement with associations. The final section focuses on the role of the specialist, emphasizing that library service to youth is the cornerstone of the public library profession. Appendices include statements on competencies for serving youth, restricted access to library materials, and free access to libraries for minors. (Author/THC)

ED 261 700 IR 051 271

Interlibrary Loan Patterns: Survey of Wisconsin. Bulletin No. 5915.
Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE- 85
NOTE- 102p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; Cataloging; *Cooperative Planning; Higher Education; *Interlibrary Loans; *Library Cooperation; Library Materials; *Library Networks; Library Statistics; Library Surveys; *Public Libraries; Research Libraries; School Libraries; Special Libraries; *Union Catalogs
IDENTIFIERS- OCLC; Resource Sharing; *Wisconsin

This survey updates a 1976 survey conducted by the Division for Library Services of Wisconsin. The original survey obtained broad information on patterns of participation in cooperative activities by all types of libraries, including volume demands, referral patterns, and needs for interlibrary loan and reference between different types of libraries. The goals of this survey included determining: (1) current interloan patterns; (2) library staff perceptions of how interloan had changed in the last 5 years; (3) changes in interloan patterns library staff would like to see; (4) how the statewide microfiche union catalog, WISCAT, is currently used; (5) problems in using WISCAT; (6) changes in format or data processing which would improve WISCAT; and finally, (7) comparing use of WISCAT, OCLC, and other resource sharing tools. The survey included public library systems; CESAs (Cooperative Educational Service Agencies); public school and school district libraries; public, academic, VTAE (Vocational Technical and Adult Education), and special libraries. A 71% overall response rate was achieved by the return of 845 out of the 1,195 surveys distributed. Statistics and textual comments provide an overview of the survey and evaluation of interlibrary loan, evaluation of WISCAT and its uses, a copy of the Task Force on Interlibrary Cooperation and Resource Sharing Survey Questionnaire (1976), and the 1984 survey questionnaire, Evaluation of Interlibrary Loan Patterns. (THC)

ED 261 701 IR 051 272

Wiederkehr, Robert R. V.

Alternatives for Future Library Catalogs: A Cost Model. Final Report of the Library Catalog Cost Model Project.

King Research, Inc., Rockville, Md.
SPONS. AGENCY- Association of Research Libraries, Washington, D.C.
PUB DATE- Jun 80
NOTE- 197p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Computer Output Microfilm; *Cost Estimates; Higher Education; *Library Catalogs; *Library Planning; Library Research; Library Surveys; Models; Online Systems; *Program Budgeting; Research Libraries; Statistical Analysis
IDENTIFIERS- Anglo American Cataloging Rules

The Library Catalog Cost Model described in this report was developed to assist each of the 72 individual libraries participating in the project to compare the costs of alternative future forms of the catalog, emphasizing the costs of implementing AACR 2 (Anglo American Cataloging Rules 2). Inputs characterizing their costs and modes of operation were prepared by 68 libraries. These inputs were used to compute, by means of the model, costs of alternative forms of the catalog, including card, COM (computer output microfilm), and online. Analyses were performed of the inputs and the outputs of the model, and both were found to be highly variable. Thus it was difficult to draw general conclusions valid for groups of libraries regarding which alternative form of the catalog is the least costly. The costs of implementing AACR 2 were estimated to be of the order of four to seven percent of the total cost of developing and maintaining a catalog. The model may be a useful tool in planning, budgeting, and staffing work at an individual library; furthermore, it may be regarded as a prototype which could be modified to project costs to other library operations, especially acquisitions. Recommendations are presented for future model development. Appendices include edited versions of the basic material sent to participating libraries in July 1979 to assist them in compiling data to input to the Library Catalog Cost Model. Materials include: a background paper; general remarks concerning the model and its inputs; guidance for preparing the input form; input forms; and default figures. Numerous tables and figures are included in the report. (Author/THC)

ED 261 702 IR 051 277

Faulkner, Ronnie W.

Help for the "Truly Needy": The Utilization of Limited Resources by Secondary Teachers.

PUB DATE- 29 Aug 85

NOTE- 81p.; Paper presented at a Professional Development Workshop for Teachers (Charmo, WV, August 29, 1985).

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - General (130) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Bibliographies; Inservice Teacher Education; *Library Instruction; *Library Materials; Library Role; *Resource Materials; *School Libraries; Secondary Education; Staff Development; *Teaching Methods

IDENTIFIERS- West Virginia

Presented as a professional development workshop to secondary teachers, this document examines various techniques and strategies for appropriate library use. Recognizing the teacher's need for practical information, the presentation is designed to: explain the role of the library in the educational process; provide information on how to locate resource materials; explain hands-on research strategies using worksheets, treasure hunts, workbooks, etc.; and provide practical information on how to integrate library and resource material usage into class projects by means of mock trials, historical reenactments, science fairs, panel discussions, and other activities. The use of artistic talent in class assignments as well as research strategies and research paper ideas for the humanities, social sciences, and sciences are also discussed. Several bibliographies are included: Sources of Ideas; The Vertical File; Library Instruction Guides; and Selected Library Reference Sources and Resource Guides. A supplement--Who to Contact for Information and How--provides addresses and ideas on sources of free or inexpensive resource materials. (Author/THC)

ED 261 703 IR 051 279

Bolvin, Boyd M.; And Others
Information Identification and Organization. Student Study Guide. Module I: Collection Management and Administration.
Alaska Univ., Fairbanks. Elmer E. Rasmuson Library.
SPONS. AGENCY- Alaska State Library, Juneau.
PUB DATE- 83
NOTE- 68p.; For related documents, see IR 051 280-281.
AVAILABLE FROM- Media Production Associates, 10506 Wauna Street, S.W., Tacoma, WA 98498.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Audiotape Recordings; Distance Education; Grants; Higher Education; *Information Sources; Interlibrary Loans; Learning Modules; *Library Circulation; *Library Collection Development; *Library Education; Library Materials; Library Networks; Library Statistics; *Library Technical Processes; Program Proposals; Slides; Teleconferencing
IDENTIFIERS- Records Management; *University of Alaska

This module on Collection Management and Administration introduces the student to circulation systems, records management, collection management, and interlibrary loans. The capabilities and limitations of various types of circulation systems and how to charge out and discharge materials are discussed. Units also cover how to use statistics; how to establish and maintain collections of materials through proper selection and periodic weeding; how to use interlibrary loan (ILL) forms for books, periodicals, films, and subject requests; and how to use the Alaska Library Network (ALN) Microfiche Catalog for interlibrary loans. The Alaska Union List of Serials (AULS) and the Alaska State Library Film/Video catalog are also covered, as well as application and eligibility for state grants to public libraries. Each unit has learning activities, self-tests, tests, and assignments. Answers to the self-tests are provided in the document, and a glossary is included. (THC)

Bolvin, Boyd M.; West, Sharon

Information Identification and Organization. Student Study Guide.
Module II: Organization and Acquisition of Information and Materials.

Alaska Univ., Fairbanks. Elmer E. Rasmuson Library.

SPONS. AGENCY- Alaska State Library, Juneau.
PUB DATE- 84
NOTE- 72p.; For related documents, see IR 051 279-281.
AVAILABLE FROM- Media Production Associates, 10506 Wauna Street, S.W., Tacoma, WA 98498.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Audiotape Recordings; *Cataloging; Community Information Services; Distance Education; Higher Education; *Information Sources; Interlibrary Loans; Learning Modules; Library Catalogs; Library Collection Development; *Library Education; *Library Materials; Library Networks; *Library Services; *Library Technical Processes; Periodicals; Slides; Teleconferencing
IDENTIFIERS- *University of Alaska

This second module in a three module program examines the types of materials and services that are available in a community information center or library and the tools or sources for obtaining them. The module covers: ways in which books and other materials are arranged and organized; descriptions of library catalogs and the basic information found on catalog cards or bibliographic records, regardless of format (card, microfilm roll, or microfiche sheet); and the meaning of bibliographic records, and how to recognize author, title, and subject cards. The module also teaches the student how to: develop a book purchase plan based upon the needs of a particular community; use journals and established lists to acquire, identify, and organize library materials; select periodicals; establish and become familiar with the uses of a periodical record file; and set up and use a library shelf list or inventory file. Students also gain a working knowledge of the Alaska Library Network (ALN) and its multiple uses for interlibrary loan (ILL), reference, cataloging, and selecting library materials. Each unit has learning activities, self-tests, tests, and assignments. Answers to the self-tests are provided in the document. (THC)

Bolvin, Boyd M.; Dupras, Rheba
Information Identification and Organization. Student Study Guide. Module III: Information Types and Sources.
Alaska Univ., Fairbanks. Elmer E. Rasmuson Library.
SPONS. AGENCY- Alaska State Library, Juneau.
PUB DATE- 84
NOTE- 70p.; For related documents, see IR 051 279-280.
AVAILABLE FROM- Media Production Associates, 10506 Wauna Street, S.W., Tacoma, WA 98498.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Audiotape Recordings; Distance Education; Higher Education; *Information Sources; *Library Catalogs; *Library Education; *Library Materials; Library Networks; *Reference Materials; *Reference Services; Search Strategies; Slides; State Programs; Union Catalogs
IDENTIFIERS- *University of Alaska

This third module, in a three module program, begins with a discussion of basic reference sources such as dictionaries, encyclopedias, almanacs, atlases, and periodical indexes. It then describes the uses of special Alaska resources such as Alaska Almanac, Alaska Blue Book, Milepost, Education Directory, AULS (Alaska Union List of Serials), and the ALN (Alaska Library Network) Catalog. Also included are the Fiction Catalog, High School Catalog, and other standard catalogs available in most libraries. Module III also examines useful search techniques and methods of analyzing reference questions to determine the type, category, or level of information needed. An example of a successful reference interview is presented on audiotape. Finally, this module discusses how to provide ready access to local, state, and national resources and the role that library systems and networks play in making more resources available to more people. Each unit has learning activities, self-tests, tests, and assignments. Answers to the self-tests are provided in the document. (THC)

ED 261 706 IR 051 282

The Library of Congress 1984. A Brief Summary of the Major Activities for the Fiscal Year Ending September 30, 1984.

Library of Congress, Washington, D.C.

PUB DATE- 85
NOTE- 41p.; For FY 1982 summary, see ED 234 820; for Annual Report 1984, see IR 051 209.
AVAILABLE FROM- Library of Congress, Central Services Division, Washington, DC 10540.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Library Acquisition; Library Administration; *Library Automation; *Library Collections; Library Cooperation; *Library Facilities; Library Networks; Library Planning; *Library Services; *National Libraries; Online Systems; Preservation; *Technological Advancement
IDENTIFIERS- *Library of Congress; Optical Disks

This booklet summarizes fiscal year 1984 activities of the Library of Congress (LC) in six areas: (1) collection development, housing, preservation, and access; (2) services to Congress performed by the Congressional Research Service and the Law Library; (3) library automation activities coordinated by the Automated Systems Office (ASO); (4) Federal library cooperation, including efforts to improve the Federal government's access to information through the Federal Library and Information Center Committee (FLICC); (5) services to the public, including the organization of exhibits, activities of the Copyright Office and the Publishing Office, and the coordination of special programs and services for special audiences; and (6) library administration and staffing. Also included is a discussion of the application of new technologies to library needs and the appropriation by the Congress of $81.5 million for the renovation and restoration of the 1897 Jefferson Building and the John Adams Building. Photographs accompany text throughout the publication. More comprehensive information may be found in the "Annual Report of the Librarian of Congress, 1984." (THC)

ED 261 707   IR 051 283

Walton, Robert A.
Library Software: Directory of Microcomputer Software for Libraries.
Texas State Library, Austin. Dept. of Library Development.
PUB DATE- Jul 85
NOTE- 201p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Bibliographies; Cataloging; *Computer Software; Databases; Information Retrieval; Library Administration; *Library Automation; Library Catalogs; Library Circulation; Library Instruction; *Library Technical Processes; *Microcomputers; Online Searching
IDENTIFIERS- Database Management Systems; Online Catalogs; Retrospective Conversion (Library Catalogs)

The availability of appropriate software for library applications is a continuing problem, and this directory is designed to reduce the frustration of librarians in their search for library software for a microcomputer by providing profiles of software packages designed specifically for libraries. Each profile describes the purpose of the program, microcomputer operating systems and other software and the hardware required to operate it properly, vendor address, and price. The information was gathered from questionnaires sent to each producer/broker of library software. In response to the questionnaire, many suppliers provided demonstration disks, user manuals, price lists, and other system documentation. The software profile sheets are based on the written information provided and telephone interviews with most of the firms offering library software. The software profiles are arranged alphabetically and indexes provide access to the profiles by software title, subject area, and type of microcomputer. Firms which could not be located and had no forwarding address on file with the post office are listed at the end of the directory. The software listed includes programs for audiovisual catalogs and scheduling; acquisitions control; bibliography creation; catalog card and label production; cataloging; circulation control/overdues; computer-aided instruction; database searching; creation of custom databases; online catalogs; retrospective conversion of bibliographic records; serials control; statistics; and utilities. (THC)

ED 261 708 IR 051 284

The Long Range Plan for Statewide Library Development in Texas 1986-1988.

Texas State Library, Austin. Dept. of Library Development.

PUB DATE- 15 Mar 85
NOTE- 256p.; For related documents, see ED 232 703 and ED 258 587.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cooperative Planning; Guidelines; *Library Administration; *Library Cooperation; Library Networks; *Library Services; *Long Range Planning; Master Plans; State Libraries; State Programs; *Statewide Planning; Worksheets
IDENTIFIERS- Library Services and Construction Act; *Resource Sharing; *Texas

This long range plan was prepared to satisfy the requirements of the Library Services and Construction Act (LSCA), P.L. 98-480 and to guide the Texas State Library and Archives Commission in the fulfillment of its statutory mission. The plan provides a framework for the establishment or expansion of programs to carry out the purposes mandated by the state and federal governments. The first four chapters provide an overview of the Statewide Library Development Program of the Texas State Library, including an assessment of the current situation of libraries in Texas and the goals and objectives for improving library services in Texas in coming years. More detailed information on the Library Development program is provided in the appendices, which include: Resource Sharing Plan for fiscal years 1986-1988; Evaluation and Criteria (for projects included in the annual program); Dissemination of LSCA Information; Coordination of LSCA Programs with Institutions of Higher Education and Public Schools; and policies and procedures for the allocation of Title I, Title II, and Title III funds. (THC)

DOCUMENT RESUME

ED 261 709 IR 051 285

Saelen, Kirsti Thesen, Ed.
National Reports on the State of Social Science Information and Documentation in 16 European Countries. Reports Presented to the ECSSID General Conference (European Cooperation in Social Science Information and Documentation, 4th, Athens, Greece, October 21-23, 1984).
European Coordination Centre for Research and Documentation in Social Sciences, Vienna (Austria).
PUB DATE- Oct 84
NOTE- 178p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Databases; *Documentation; Foreign Countries; *Information Dissemination; Information Storage; *Information Systems; *International Cooperation; International Organizations; Library Cooperation; Program Descriptions; *Social Sciences; Social Scientists
IDENTIFIERS- *Europe

Papers presented at the fourth European Cooperation in Social Science Information and Documentation (ECSSID) General Conference provide information on developments in the field in 16 European countries. According to the general outlines provided for these reports, the presentations focus on developments after 1977, thus supplementing information presented at the first ECSSID General Conference held in Moscow in 1977. Of the 21 countries reporting in 1977, 15 are represented here: (1) Austria; (2) Bulgaria; (3) Czechoslovakia; (4) Denmark; (5) Federal Republic of Germany (West Germany); (6) Finland; (7) France; (8) German Democratic Republic (East Germany); (9) Hungary; (10) Netherlands; (11) Norway; (12) Poland; (13) United Kingdom; (14) USSR; and (15) Yugoslavia. Greece was not represented in the initial conference but is included here. While each report format is unique, they generally cover: current documentation and information activities in the social sciences; national centers of information coordination; users; feasibility of mutually linked automated information systems; international cooperation; and any needs and preconditions for European cooperation. References are included in some reports. (THC)

Carlson, David; And Others
Report of the Committee on Computer Applications in the Library.
Rhode Island Univ., Kingston.
PUB DATE- Sep 85
NOTE- 92p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Libraries; Cataloging; Flow Charts; Higher Education; *Library Automation; Library Circulation; *Library Networks; *Library Technical Processes; Needs Assessment; Program Descriptions; Research Libraries; *Serials; Trend Analysis; Union Catalogs
IDENTIFIERS- OCLC; Online Catalogs; *University of Rhode Island

At the University of Rhode Island, the goal of the Library is to meet the informational needs of a diverse clientele: students, both graduate and undergraduate; faculty; other university staff; and, as a land-grant institution serving the state of Rhode Island, the general public. This report results from 8 months of committee work that involved writing and reading drafts, reading departmental reports, conducting interviews, making presentations, and attending weekly meetings. The first three sections comprise the bulk of the report. Section One addresses issues related to the environment: technological, professional, and societal trends as well as descriptions of the state and local environment in which the library operates. An in-depth examination of the current uses of the computer in the library, Section Two reviews three areas: the use of OCLC (Online Computer Library Center) for cataloging, CLSI (CL Systems Inc.) for circulation, and the use of the computer for production of the library's serials list. The third section is an assessment of the critical needs of the library, which examines four processes or activities: a patron's search for a book, a patron's search for a serial, library processing of a new book request, and library processing of a new serial request. Recommendations based in part on the analysis of these processes, are presented in Section Four. The final section is an appendix including a bibliography and a glossary. (THC)

ED 261 711 IR 051 287

Weller, Carolyn R., Ed.; Brandhorst, Ted, Ed.
ERIC Clearinghouse Publications, 1984. An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses. January-December 1984.
ERIC Processing and Reference Facility, Bethesda, Md.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jul 85
NOTE- 61p.; For the 1983 edition, see ED 246 919.
CONTRACT- 400-81-0003
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Abstracts; *Annotated Bibliographies; *Clearinghouses; *Education; Educational Research; Federal Programs; Literature Reviews; *Publications; *Resource Materials; *State of the Art Reviews
IDENTIFIERS- Educational Information; *ERIC

A broad range of education-related topics are addressed in this annotated bibliography, which presents citations and abstracts for 142 publications produced by the 16 ERIC Clearinghouses in 1984. An introduction explains the ERIC system, clearinghouse publications, the organization of this bibliography, and the availability of clearinghouse publications. A statistical summary by year (1968-1984) shows the number of documents included for each clearinghouse in the series of which this bibliography is the most recent. Document resumes are provided from the following clearinghouses: (1) Adult, Career, and Vocational Education; (2) Counseling and Personnel Services; (3) Reading and Communication Skills; (4) Educational Management; (5) Handicapped and Gifted Children; (6) Languages and Linguistics; (7) Higher Education; (8) Information Resources; (9) Junior Colleges; (10) Elementary and Early Childhood Education; (11) Rural Education and Small Schools; (12) Science, Mathematics, and Environmental Education; (13) Social Studies/Social Science Education; (14) Teacher Education; (15) Tests, Measurement, and Evaluation; and (16) Urban Education. A listing of ERIC Digests, i.e., short user-oriented reference sheets formerly called Fact Sheets or Short Reports, is also provided. (THC)

ED 261 712 IR 051 288

Ketelaar, Eric

Archival and Records Management Legislation and Regulations: A RAMP Study with Guidelines.

United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.

REPORT NO.- PGI-85/WS/9

PUB DATE- 85

NOTE- 127p.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Archives; Developing Nations; Foreign Policy; Guidelines; Information Services; *Information Storage; *Information Systems; International Cooperation; International Organizations; *Legislation; *Policy Formation; Position Papers; *Preservation; Public Policy; Records (Forms)

IDENTIFIERS- *Records Management

Prepared under contract with the International Council on Archives (ICA), this study is intended to assist information policy and planning specialists; those involved in proposing, drafting and reviewing legislation and administrative regulations; and especially archivists and records managers, in creating, developing, and evaluating modern archival and records management systems and services. Based on an analysis of current legislation and regulations in nearly 120 countries, the study presents a set of guidelines to assist in planning or reviewing the legal and administrative instruments that are essential for viable systems and services. Following an introduction, the document is divided into five sections: (1) Jurisdiction and Organizations; (2) Records Management Functions; (3) Archival Functions and Activities; (4) Enforcement; and (5) Guidelines for Legislation and Regulations. A bibliography is included. (THC)

ED 261 713 JC 850 244

McDowell, Elizabeth V.
Planning: The Participatory Process Model.
PUB DATE- Apr 85
NOTE- 51p.; Paper presented at the Annual National Convention of the American Association of Community and Junior Colleges (67th, San Diego, CA, April 14-17, 1985).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Organization; *College Planning; *Committees; *Community Colleges; Leadership Styles; Long Range Planning; Organizational Change; *Participative Decision Making; Two Year Colleges
IDENTIFIERS- *Peirce Junior College PA

The participatory planning process model developed by Peirce Junior College is described in this paper. First, the rationale for shifting from a traditional authoritarian style of institutional leadership to a participatory style which encourages a broader concern for the institution and lessens morale problems is offered. The development of a new participatory planning model at Peirce is then traced from the arrival of a new president to the subsequent formation of the ad hoc Presidential Planning Committee. The stages of the committee's work are presented next: (1) immersion in the demographic, employment, economic and budgetary constraints and challenges of the next decade; (2) analysis of the functions of the college and development of goals and objectives; (3) initiation of processes to stimulate participatory planning throughout the institution; (4) systematic review and evaluation of each college department; and (5) presentation of a report to the president and Board of Trustees concerning the review and recommendations. Finally, the president's initiation of the process for implementing the committee's recommendations is discussed. The bulk of the document consists of the following attachments: a strategy statement, a list of objectives and strategies, information on the Presidential Planning Committee's function review, a memorandum regarding recommendations for long-range planning, and the committee's end-of-the-year reports for 1983-84 and 1984-85. (LAL)

ED 261 714 JC 850 489

Walker, Margery
Diversifying the Instructional Process.
PUB DATE- Aug 85
NOTE- 16p.; Paper presented at a Meeting of the International Council for Distance Education (Melbourne, Australia, August, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Community Education; Correspondence Study; *Delivery Systems; *Distance Education; Eskimos; Postsecondary Education; Program Administration; Program Descriptions; Program Design; *Rural Education; *School Community Relationship; *Teachers
IDENTIFIERS- *Alaska

An overview is provided of the University of Alaska's Rural Education Division, which was created in 1975 in the wake of the discovery of oil on the North Slope, the passage of the Alaska Native Claims Settlement Act, and the recognition of the need for more access to higher education by native and other rural residents. Introductory material discusses the history of the division, its place within the University of Alaska system, the basic design of the division, and the priority clientele (i.e., Native Alaskans). Next, a section on the design of rural education in the state focuses on the importance of grass roots participation, joint financial support, local control, community and university partnership, and the state's investment in an extensive satellite communication system. Staffing concerns are examined next. After indicating that staffing functions are defined at the local, regional, and statewide levels, this section outlines the roles of course facilitators, community assistants, part-time instructors, program delivery specialists, program coordinators/core faculty, distance education instructors, and learning resource specialists. Next, four instructional methods employed in the division are described: (1) classes offered by local residents with requisite expertise; (2) classes offered on a regional basis by non-local part- or full-time faculty; (3) classes offered through interactive communications, especially audioconferences; and (4) independent study by correspondence. The next section focuses on several process issues, including training, ownership, flexibility, and instructor role definition. The final sections offer a brief look at costs and impact on learning. (EJV)

ED 261 715 JC 850 490

Brawer, Florence B.
High School, College, University Articulation: A Three-Way Thrust.
PUB DATE- Oct 85
NOTE- 17p.; Paper presented at a Conference of the Michigan Community College Association of Chief Instructional Administrators (Higgins Lake, MI, October 14-15, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Articulation (Education); *College School Cooperation; College Transfer Students; *Community Colleges; Course Content; *Government Role; *Intercollegiate Cooperation; Program Descriptions; State Action; Statewide Planning; *Transfer Programs; Two Year Colleges

This discussion of articulation sees community colleges operating as the pivotal point between the "feeder" secondary schools and the "receiver" four-year colleges, emphasizing some of the difficulties inherent in this position and some of the programs undertaken by community colleges to improve the articulation process. The first section of the paper looks at the relationship between community colleges and high schools, focusing on the increasing involvement of two-year institutions in programs designed to improve the academic preparation of college-bound high school students and to facilitate the transition from high school to college. Programs emphasizing instructional improvement, recruitment, dual enrollment, credit by articulation, and information exchange are highlighted. Next, the paper examines problems resulting from the absence of articulation agreements designed to provide educational continuity through the coordination of high school and college course content. The next section considers articulation between community colleges and four-year institutions, calling attention to changes in community colleges' emphasis on the transfer function and describing recent state and institutional programs that encourage transfer. Finally, the states' role in promoting articulation and resolving problems and issues related to transfer is discussed. (EJV)

ED 261 716 JC 850 492

Kimmey, James R.
A Prototype of CAD/CAM Education in the Community College.

PUB DATE- Apr 85
NOTE- 32p.; Paper presented at the Annual Conference of the National Computer Graphics Association (6th, Dallas, TX, April 14-18, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Colleges; *Computers; Drafting; *Job Training; Machinists; Manufacturing Industry; Robotics; School Business Relationship; *Technological Advancement; Two Year Colleges; *Vocational Education
IDENTIFIERS- *CADD CAM Program; Computer Aided Machining; *Computer Assisted Design; Computer Assisted Drafting

Drawing upon Elgin Community College's (ECC's) 7-year history of program development and operation, this paper demonstrates how ECC, in cooperation with Northern Illinois Industries, Computervision Corporation, Mazak Corporation, and the Society of Manufacturing Engineers, established a Computer-Aided Design and Drafting/Computer-Aided Machining (CADD/CAM) program, and how this program benefits industries in the surrounding area. Introductory comments describing ECC's initial involvement in CADD are followed by an enumeration of the advantages of CADD involvement for business and industry. The report continues by demonstrating how a CADD/CAM program enables the community college to meet its primary goal of providing realistic and quality instruction, while meeting industries' needs for entry-level designers. Next, the paper discusses how a student may become involved in the CADD program, the CADD classes offered at ECC, criteria for success in the field, and recommendations of ECC's advisory committee related to CADD/CAM classes. The report concludes by discussing the expansion of ECC technology to include industrial robotics, and the educational implications of computer-integrated manufacturing. Curriculum information on ECC's CADD and CAM classes and sample projects are appended. (LAL)

ED 261 717 JC 850 494

Stanley, Bruce H.; And Others

Basic Skills Integration Plan Evaluation Report for 1984-1985. Title III Curriculum Enrichment Activity.

Reading Area Community Coll., Pa.

PUB DATE- Sep 85

NOTE- 239p.; Staff assistance and financial support provided through a Strengthening Program Grant (Title III of the Higher Education Act of 1965).

LANGUAGE- English

EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Basic Skills; College Curriculum; Community Colleges; *Curriculum Development; *Integrated Curriculum; *Interdisciplinary Approach; *Remedial Instruction; Skill Development; *Teacher Attitudes; Two Year Colleges; Writing Skills

This descriptive and evaluative report focuses on the work of Reading Area Community College's (RACC's) Basic Skills Articulation Team in developing a Basic Skills Integration Plan (BSIP) for the systematic integration of basic skills instruction into the college curriculum. Section A provides an introduction to the creation and activities of the Articulation Team and reviews educational literature on basic skills programming. Section B focuses on the BSIP's first objective: conducting an internal needs assessment to obtain reliable information on basic skills assessment, placement, programming, evaluation, and course scope and sequence. Section C looks at the BSIP's second objective; i.e., determining current placement practices, assisting in the revision of tests and testing procedures, and identifying specific actions that could be taken to improve the function. Section D provides an analysis of the findings of a faculty survey conducted to determine teachers' perceptions of the basic skills needed for success in their courses and in college, and attitudes toward articulation issues. Section E presents an evaluation of a pilot plan for Basic Skills Integration in Writing, while section F offers a summary view of the Articulation Team's activities and achievements. The appendices include the BSIP, interview questions, and survey data and instruments. (EJV)

ED 261 718 JC 850 495

Horner, Annette; Jacobson, Karen H.
An Action Resarch Proposal: Identifying and Addressing Problems Related to RACC's Writing Laboratory. Title III Curriculum Enrichment Activity: Faculty Development Project. Final Report.
Reading Area Community Coll., Pa.
PUB DATE- 16 Sep 85
NOTE- 37p.; Staff assistance and financial support provided through a Strengthening Program Grant (Title III of the Higher Education Act of 1965).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Learning Laboratories; Participant Satisfaction; Program Evaluation; *Remedial Instruction; *Student Attitudes; *Teacher Attitudes; Two Year Colleges; *Writing Instruction
IDENTIFIERS- *Writing Laboratories

An action research project was undertaken to understand how the Writing Laboratory at Reading Area Community College (RACC) defines and accomplishes its work, what faculty and students expect of the lab, and how they make use of it. The investigation sought to foster discussion and reflection on the appropriate role and staffing of a college writing center; initiate and nurture dialogue between college faculty and writing lab staff; identify and articulate problems relating to RACC's writing lab; and initiate a process and outline a strategy to address identified problems. Separate surveys were developed and distributed to 30 full-time and 40 part-time instructors, a sample of 80 RACC students, and all individuals using the lab. The results from the surveys, based on responses from 29 faculty members, 69 students, and 15 lab users, included the following: (1) the task of the writing lab was not articulated; (2) work roles and responsibilities often went undefined; (3) the referral process was unclear; (4) teachers did not seem to refer students in any consistent way; and (5) the lab was organizationally isolated from direct contact with students and faculty. The study report includes recommendations for addressing the problems revealed by the investigation, and the survey instruments. (EJV)

ED 261 719 JC 850 496

Schum, Judith A.

Assessing and Improving Writing Placement Sample Validity. Title III Curriculum Enrichment Activity Faculty Development Project Report.

Reading Area Community Coll., Pa.

PUB DATE- 12 Sep 85

NOTE- 86p.; Staff assistance and financial support provided through a Strengthening Program Grant (Title III of the Higher Education Act of 1965).

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Community Colleges; *Predictive Validity; *Student Placement; *Test Reliability; Test Validity; Two Year Colleges; *Writing (Composition); *Writing Instruction

In 1979, humanities faculty at Reading Area Community College introduced the writing sample as the means of placing entering freshmen into appropriate writing classes. In response to expressed concern about the objectivity and validity of the writing sample approach, the humanities faculty engaged in a 6-year effort to adjust the writing sample model in an attempt to improve the validity and reliability of writing sample placement results. The first part of this project involved five phases: (1) compiling placement test evaluation data; (2) comparing internal grading criteria used by individual faculty evaluators; (3) establishing relationships between evaluator placement criteria with entrance requirements used for higher-level composition courses; (4) identifying and minimizing evaluator problems and sensitivities; and (5) soliciting suggestions for improving the writing sample procedures. During the second part of the project, a profile of students with borderline writing samples was developed in order to investigate the descriptive, academic characteristics shared by these students; to monitor their success in writing classes; to assess their performance in college programs; and to reveal factors affecting student retention among this group. Appendices include instructions for writing sample evaluators, checklists for placement criteria, and interview questions used to solicit evaluator's internal criteria. (EJV)

ED 261 720 JC 850 498

Lenth, Charles S.
Community Colleges at the Crossroads: Challenges Facing the Western States. Background Papers for a Legislative Workshop.
Western Interstate Commission for Higher Education, Boulder, Colo.
SPONS. AGENCY- Amoco Foundation, Inc., Chicago, IL.; Ford Foundation, New York, N.Y.; Teachers Insurance and Annuity Association, New York, N.Y.
REPORT NO.- WICHE-2A147
PUB DATE- Sep 85
NOTE- 103p.
AVAILABLE FROM- Western Interstate Commission for Higher Education, P. O. Drawer P, Boulder, CO 80302 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- Administrative Organization; *Community Colleges; Economic Climate; *Economic Factors; Educational Change; *Educational Finance; *Educational Trends; Financial Support; *Governance; Population Trends; School Demography; Social Change; *Student Characteristics; Technological Advancement; Trend Analysis; Two Year Colleges
IDENTIFIERS- *United States (West)

Background materials are presented on demographic trends, economic changes, financing patterns and governance decisions affecting community colleges in the western United States. Following an executive summary, chapter I provides an overview of the characteristics of public community colleges and the particular challenges they face. Chapter II presents information about demographic patterns within the service areas of community colleges, as well as information on enrollment patterns, student characteristics, and faculty characteristics. Chapter III explores the economic and technological environment of community colleges in the west, describing changing economic and labor market conditions. Chapter IV is devoted to the financial environment of community colleges, focusing on sources of support, tuition and fees, funding allocation systems, federal support, and financial outlook. In chapter V, the organization and governance of community colleges are examined. Finally, chapter VI offers conclusions regarding access, economic development, and responsiveness and accountability as key areas of challenge for the community college. (LAL)

ED 261 721   JC 850 499

Pincus, Fred L.
Customized Contract Training in Community Colleges: Who Really Benefits? Draft.

PUB DATE- 29 Aug 85
NOTE- 35p.; Paper presented at the Annual Convention of the American Sociological Association (Washington, DC, August 26-30, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Role; Community Colleges; *Educational Needs; Educational Objectives; In Service Education; Institutional Autonomy; *Job Training; Labor Education; Liberal Arts; Program Effectiveness; *School Business Relationship; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Customized Contract Training

Customized Contract Training (CCT), which involves contracting to design short term, non-credit courses and workshops to meet the training needs of specific employers, is the new buzz-word at community colleges. Though many assume this type of school-business partnership benefits everyone, the potential negative effects on community colleges as educational institutions are rarely examined. Growth trends within the last 20 years have altered the priorities of community colleges toward vocational programs, discounting the need of employees for broad liberal arts backgrounds that has been validated by research studies. The growth of CCT creates a potential drain on weakened liberal arts resources. While community college leaders support CCT as serving all sectors of the community, clearly, profit-making corporations have the most to gain in terms of reduced costs for training employees. Community colleges gain increased revenue and state of the art technology, but face profound disruptions in their curriculum and a potential loss of educational autonomy. These losses are not worth the gains. Given the conflicting interests of companies, colleges, workers, and students, CCT cannot be expected to benefit everyone equally. (EJV)

ED 261 722 JC 850 500

Wagschal, Harry
Innovative Curriculum & Teaching Styles: Towards a New Liberal Arts for the 21st Century?
PUB DATE- 28 May 85
NOTE- 16p.; Paper presented at a Conference of the Canadian Society for the Study of Higher Education (Montreal, Canada, May 27-29, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Curriculum; Community Colleges; *Core Curriculum; *Humanities; *Humanities Instruction; Instructional Innovation; Liberal Arts; Required Courses; *Teaching Methods; Two Year Colleges
IDENTIFIERS- Dawson College PQ

Amidst the controversy surrounding the fate of the humanities in modern society, a program has evolved at Dawson College and four other English "colleges d'enseignment general et professionel" (CEGEP) that features a compulsory humanities core. The original purpose of the humanities program was to provide a broad general liberal arts education which would introduce students to philosophic, aesthetic, and social perspectives on the human condition. Courses were designed to raise concepts and issues which would broaden and develop students' interests, tastes, and critical judgment. Among the courses offered through the program were Comparative Studies of Cultures, Intimate Relations, Human Creativity, and Latin-American Issues. Departmental emphasis was placed on developing innovative teaching methods, which included: (1) group research or discussion; (2) simulation techniques integrating role playing and historical research; (3) experiential learning; (4) journal-keeping as a means of linking student concerns and interests, readings, and writing skills; and (5) critical and creative usage of audio-visual materials. Appendices provide a brief description of the humanities courses by category; an article on values confrontation; a humanities faculty questionnaire; and catalog information on alternative programs. (EJV)

DOCUMENT RESUME

ED 261 723 JC 850 507

Mahoney, James R., Ed.; Sakamoto, Clyde, Ed.
International Trade and Education: Issues and Programs. AACJC Issues Series, No. 2.
American Association of Community and Junior Colleges, Washington, D.C.
SPONS. AGENCY- Department of Education, Washington, DC.; Middlesex County Coll., Edison, N.J.
REPORT NO.- ISBN-0-87117-147-3
PUB DATE- 85
NOTE- 90p.; Preparation of the monograph was supported by Middlesex County College's Consortium for International Trade Education under an International Education and Business grant from the Department of Education.
AVAILABLE FROM- AACJC Publication Sales, 80 South Early Street, Alexandria, VA 22304 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Collected Works - Serials (022)
DESCRIPTORS- *Community Colleges; *Economic Development; Educational Needs; *International Education; International Studies; *International Trade; International Trade Vocabulary; Program Descriptions; Second Language Learning; Two Year Colleges

This technical assistance monograph on international trade education was designed to give college officials insights into programs and services offered by a number of postsecondary institutions; to identify problems experienced by program administrators; and to share the perspectives of leaders in international trade education. First, introductory articles by Dale Parnell, and by James R. Mahoney and Clyde Sakamoto underscore the importance of international trade for the nation's economic development. Then, the following brief articles are presented: (1) "Title VI B: Business and International Education Program," by Kenneth D. Whitehead; (2) "The Internationalization of the Business Curriculum," by Lee C. Nehrt; (3) "A National Consortium for International Trade Education," by Virgil H. Blanco; (4) "Small Business Resource Center: Providing the Means to Success," by Evelyn Fine; (5) "Chambers of Commerce and Colleges: Allies in International Trade Development," by Mark Van Fleet; (6) "Content and Focus of Intercultural Training for Doing Business Abroad," by John W. Gould; (7) "Cultural Awareness Training for the International Businessperson," by Sondra Sen; (8) "Foreign Language Needs of the Businessperson," by Edith Margolin; (9) "Identifying Need: Analysis of an International Business Survey," by Ronald W. Reinighaus; (10) "Assessing International Trade and Business Information," by Joseph E. McCann and Luis Gomez-Mejia; (11) "Research Activities Crucial to Successful International Trade Education," by C. P. Rao; (12) "Faculty Upgrading for International Business Teaching," by John A. Dier; (13) "Development, Implementation, and Evaluation of Internship Programs," by C. Parr Rosson III and Patricia W. Wannamaker; (14) "A Comprehensive International Business Education Program," by Santiago Wood; (15) "A Joint Venture of Business and Academe: International Trade Roundtables," by Virgil H. Blanco; (16) "Noncredit Programs in International Trade Education," by Evelyn Fine; and (17) "The AACJC International/Intercultural Consortium." (LAL)

ED 261 724 JC 850 509

Brum, Joseph, Jr.
A Long Range Plan for the Future Development of Fayetteville Technical Institute with Special Reference to Community Needs Assessments.
PUB DATE- 84
NOTE- 120p.; Ed.D. Major Applied Research Project, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Planning; *Community Attitudes; Community Colleges; Community Surveys; *Educational Attitudes; *Educational Needs; Long Range Planning; Needs Assessment; Questionnaires; Technical Institutes; Two Year Colleges
IDENTIFIERS- *Fayetteville Technical Institute NC
During January 1984, Fayetteville Technical Institute (FTI) conducted a community assessment survey throughout Cumberland County to assess the knowledge, perceptions, and opinions about FTI of community residents, businesses, and high school students. Three survey instruments were designed to answer eight research questions: (1) what are the educational plans of community residents for the next five years; (2) how do people learn about the college, its offerings, and programs; (3) how frequently are community residents in contact with FTI; (4) what factors influence community residents to enroll or not enroll at FTI; (5) what are the factors influencing high school students' enrollment decisions; (6) are current FTI marketing strategies encouraging students to enroll; (7) are the educational needs of businesses, institutions, and government in the county being fulfilled; and (8) are there any noticeable differences between the responses of high school juniors and seniors. Surveys were mailed to 1,752 county residents, and 220 businesses, firms, and government agencies; and distributed to 893 high school juniors and seniors. The study report includes a literature review, information on the methods and findings of the survey, interpretations, conclusions, and recommendations. The survey instruments are appended. (Author/EJV)

ED 261 725 JC 850 511

Simmons, Jo An McGuire
Testing the Effectiveness of the One-To-One Method of Teaching Composition: Improvement of Learning in English Project.
Los Angeles Community Coll. District, Calif. Educational Services Div.
PUB DATE- Apr 79
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Educational Assessment; *English Instruction; *Individualized Instruction; *Program Evaluation; Remedial Instruction; Two Year Colleges; *Writing (Composition); Writing Skills
IDENTIFIERS- *Garrison Method

A study was conducted in the Los Angeles Community College District (LACCD) to test the effectiveness of the Garrison method, a one-to-one method of teaching composition, as a means of improving learning in composition classes with students inexperienced in writing and lacking in language skills. A comparison was made between experimental and control groups on four campuses with respect to student scores on essay and objective tests and questionnaire responses from students and teachers. Study findings included the following: (1) Garrison method students showed significantly greater writing gains on pre- and post-test essay exams than control group students; (2) remedial classes gained significantly more than freshman English classes on essay exams; (3) there were no significant differences among the four colleges involved on essay exam results; (4) an analysis of student gains showed that teaching method alone made no significant difference to progress in vocabulary, usage, and sentence structure as measured by objective test results; (5) 78.4% of the Garrison method students had better feelings about themselves as writers after the class; (6) Garrison classes generally retained a higher percentage of students than control group classes; and (7) teacher morale in Garrison classes was high. Based on study findings it was recommended that the LACCD provide training in the Garrison method; provide funding for in-class tutors; publish report findings; develop an employment classification for in-class tutors; fund an essay placement exam; and limit enrollment in composition classes to 35 students. (LAL)

ED 261 726 JC 850 512

Affirmative Action Report, 1983: Districtwide Report.

Los Angeles Community Coll. District, Calif.

PUB DATE- Apr 84
NOTE- 136p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTORS- *Affirmative Action; *College Faculty; *Community Colleges; Compliance (Legal); Employment Practices; *Equal Opportunities (Jobs); Organizational Objectives; Personnel Policy; *School Personnel; Self Evaluation (Groups); Two Year Colleges

This report is the Los Angeles Community College District's (LACCD's) seventh annual analysis of its progress under the Affirmative Action Program established in July 1976. Introductory remarks explain the District's affirmative action policy and summarize minimum benchmarks and percentage goals for the District. Next, an overview is provided of the LACCD's affirmative action program, including information on the functions of the District's Office of Affirmative Action Programs and Services; the role of college and district affirmative action representatives; the reporting requirements of the federal government; and the district's progress toward meeting its goals. A districtwide analysis is presented next, revealing: (1) the total number of LACCD employees decreased by 9.2% since 1982, with the secretarial/clerical and service maintenance categories most affected; (2) the percentage distribution of women and Blacks decreased by 3% and 1%, respectively; (3) of the 167 executive/administrative staff members, 25% were Black, 13% Hispanic, 7% Asian/Pacific Islander, 0% Alaska Natives or Native Americans, 56% White, and 27% female; (4) minorities represented 23.6% of the full-time and 24.8% of the part-time faculty; (5) women represented 39.6% of the full-time and 32% of the part-time faculty; and (6) the minimal number of net new hires in 1982-83, in combination with retirements, administrative transfers, and resignations resulted in a "deceleration" of progress. The next sections provide workforce analyses for the nine campuses in the LACCD and the District Office. A workforce analysis by class and class code is appended. (LAL)

ED 261 727 JC 850 513

Woodley, Laurel
Gold Creek: An Environmental Studies Center.
Los Angeles Community Coll. District, CA. Office of Instructional Services.
PUB DATE- May 84
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Educational Facilities; *Environmental Education; *Field Experience Programs; *Natural Resources; *Outdoor Education; Trails; Two Year Colleges; Urban Environment

A description is provided of the Gold Creek Ecological Reserve, 240 acres of undisturbed land in Northeast Los Angeles County, which serves the Los Angeles Community College District (LACCD) as an outdoor laboratory for students and faculty in numerous disciplines. Section I provides introductory information on the reserve and its features, which include a natural stream, two archaeological sites, a geological fault, and abundant plant and animal life. Section II discusses the reserve's educational contributions, stressing the opportunity it offers for urban students to experience a more "natural" setting. In section III, various aspects of the students' experience at Gold Creek are explored, including information on seasonal changes, and field laboratory experiences and exercises. Section IV offers a description of one of the Gold Creek nature trails, which students can explore accompanied by a cassette tape description or trail guide. In section V, the impact of environmental factors (e.g., earthquakes, fires, and floods) on the reserve are discussed. Section VI offers statistics showing the use of the site over the past 7 years, during which approximately 6,370 students, 100 faculty members, and over 700 LACCD employees and their guests visited the reserve. The final sections explain the functions of the District's Gold Creek Committee, which is responsible for the development and use of the property to improve the LACCD's instructional programs, and plans for future improvements. (EJV)

ED 261 728 JC 850 514

College Annual Reports, 1983-84. Volume 1: Narrative Descriptions.
Los Angeles Community Coll. District, Calif.
PUB DATE- Nov 84
NOTE- 150p.; For volume 2 of this report, see JC 850 515.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; College Administration; *College Planning; College Programs; College Role; Community Colleges; *Educational Finance; *Institutional Characteristics; Institutional Evaluation; *Multicampus Districts; Program Descriptions; Self Evaluation (Groups); Student Personnel Services; Two Year Colleges

This annual report includes narrative reports about the nine colleges in the Los Angeles Community College District (LACCD), summarizing college achievements and problems encountered during the 1983-84 academic year. An overview of the LACCD discusses problems related to fiscal reductions and indecision regarding tuition and funding; the District's demographic shift; and creative developments addressing the need for both access and excellence. Next, narrative reports are presented for Los Angeles City College, East Los Angeles College, Los Angeles Harbor College, Los Angeles Mission College, Los Angeles Pierce College, Los Angeles Southwest College, Los Angeles Trade-Technical College, Los Angeles Valley College, and West Los Angeles College. Each report includes information on the college's mission, functions, and goals; instructional programs; instructional support and student support services; community services; administration and planning; administrative/fiscal services; and personnel services. (LAL)

College Annual Reports, 1983-84. Volume 2: Technical Information.
Los Angeles Community Coll. District, Calif.
PUB DATE- Nov 84
NOTE- 156p.; For volume 1 of this report, see JC 850 514.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- Annual Reports; *Community Colleges; Educational Assessment; *Educational Trends; *Institutional Characteristics; *Multicampus Districts; School Statistics; Trend Analysis; Two Year Colleges

Designed as an aid in evaluating the past academic year by summarizing and consolidating college and districtwide information, this annual report provides technical information about the Los Angeles Community College District (LACCD). Following a District overview and data summary, the bulk of the report consists of tables and figures focusing on demographic characteristics, attendance patterns, student and enrollment characteristics, instructional programs, student performance and articulation, student support services, and fiscal and personnel resources. Descriptions and discussions are provided of each table and figure. The highlights of the report include the following: (1) the LACCD enrolled 119,569 students in fall 1983; (2) the ethnic distribution of the District's population was 45% White, 31% Hispanic, 15% Black, 7% Asian and 1% other; (3) there was an increase in the enrollment of minorities, women, and older and part-time students over the past 10 years; (4) ten major disciplines accounted for 81% of all duplicated enrollment; (5) grade achievement improved for 1983-84; (6) services to special student groups declined between fall 1982 and 1983; and (7) general fund expenditures budgeted were reduced by 9% from 1982-83 and the general fund income declined 10%. (LAL)

ED 261 730 JC 850 516

The Libraries of the Los Angeles Community College District: A Review of Their Current Situation and a Program for Future Development.

Los Angeles Community Coll. District, Calif.

PUB DATE- 10 Dec 84

NOTE- 42p.; Prepared by the librarians of the District. For a related document, see JC 850 517.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *College Libraries; *Community Colleges; Computer Oriented Programs; Library Personnel; *Library Planning; Library Role; *Library Services; Multicampus Districts; Self Evaluation (Groups); Two Year Colleges

Drawing from a study undertaken during the summer of 1984, this report assesses the current status of Los Angeles Community College District (LACCD) libraries. Section 1 is devoted to instructional support services, covering roles and objectives; the present situation with respect to personnel, equipment, physical facilities and common needs; and program plans for specific community colleges. Section 2 discusses the services that the libraries provide for faculty and the ways in which the faculty helps the libraries. Section 3 highlights the activities undertaken by the libraries to teach information skills, including self-paced, individualized reading and writing instruction and library use instruction. In addition, this sections offers information on the libraries' use of computers and terminals, communication systems, information industries, governmental sources of information, and media. The needs, goals, and objectives related to information skills are also covered. Section 4 presents the results of a student survey designed to determine ways in which the libraries might better serve student needs. Section 5 focuses on internal operation, looking at technical service functions and future objectives for each campus. Finally, section 6 explores administrative organization, considering issues related to centralization and staff development, and summarizing responses to a districtwide survey. (LAL)

ED 261 731 JC 850 517

Hayes, Robert M.

Los Angeles Community Colleges Library Development Program.

Los Angeles Community Coll. District, Calif.

PUB DATE- 10 Dec 84
NOTE- 16p.; For a related document, see JC 850 516.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Libraries; Community Colleges; *Library Administration; *Library Automation; *Library Personnel; *Library Planning; Library Research; *Library Services; Personnel Evaluation; Two Year Colleges

Designed as a supplement to the Los Angeles Community College District (LACCD) Libraries' review of their current situation, this report presents an assessment of administrative support and staffing of the libraries in the LACCD, and offers recommendations for maintaining and improving their operations. Following introductory comments on the purposes of the evaluation, initial issues of concern are identified and discussed, including: (1) instructional support; (2) faculty support; (3) information skills; (4) student support; (5) internal operations; and (6) administrative organization. The report also identifies important areas that were not covered by the study. After presenting the schedule of meetings with district library staff, an assessment is provided of the overall value of the libraries, financial support, administrative support, and staffing. Recommendations concerning administration, staffing, and automation are followed by a potential 5-year development program for the libraries. (EJV)

ED 261 732 JC 850 518

Community Colleges of Spokane Employee Survey.
GMA Research Corp., Bellevue, WA.
SPONS. AGENCY- Spokane Community Coll., WA.
PUB DATE- Jan 85
NOTE- 51p.; Appendix contains small print.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrators; College Faculty; Community Colleges; *Employee Attitudes; *Institutional Evaluation; Questionnaires; *School Personnel; School Surveys; Self Evaluation (Groups); Two Year Colleges

A survey of Community Colleges of Spokane (CCS) employees was conducted to identify the strengths and weaknesses of internal communications at CCS, to determine the colleges' image among their employees, to evaluate the colleges' delivery system, and to provide information regarding future directions. Survey results, based on responses from a total sample of 472 employees, included the following: (1) employees rated themselves and college administrators higher on individual communication than on group communication; (2) accuracy of information given to students prior to enrollment was rated low; (3) employees tended to have more favorable attitudes about their immediate supervisors and about college administrators than about district administration; (4) employees rated their own skills higher than that of their supervisors, college administration, and district administration; (5) part-time employees were more satisfied with CCS than full-time employees; (6) classified staff were less satisfied than other employees with advancement opportunities; (7) employees were generally satisfied with job assignments; (8) part-time employees were less satisfied than full-time employees with job security; (9) employees believed the institution was properly recognized by the public and area high schools; (10) CCS was perceived to be fulfilling its mission and goals; (11) the most frequently mentioned concern was with the level of respect for individuals by district administration; and (12) almost 50% of the employees felt various quarterly schedules should be consolidated. The survey instrument is appended. (LAL)

ED 261 733 JC 850 519

Scott, Dave
Bakersfield College Transfer Study Data.
Bakersfield Coll., Calif.

PUB DATE- 18 Jun 85
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; *College Transfer Students; Community Colleges; Comparative Analysis; *Enrollment Trends; Grade Point Average; Outcomes of Education; Postsecondary Education; State Colleges; State Universities; *Student Characteristics; Two Year Colleges; *Two Year College Students

Data relating to the characteristics and performance of Bakersfield College (BC) students who transferred to public four-year colleges and universities in California were gathered from the transfer institutions and analyzed. Study findings included the following: (1) first-time transfers from BC to the California State University and College (CSUC) system increased by 9.5% from fall 1983 to fall 1984; (2) first-time transfers to the University of California system decreased from 28 to 25; (3) total numbers of BC transfers attending state colleges increased; (4) in relationship to their proportion in the BC student body, more White and Asian students transferred, and fewer Hispanic, Black and other non-Whites transferred; (5) the two most popular majors among the transfer students were Business and Agriculture; (6) among students transferring to CSU Bakersfield, the number of Business majors rose from 136 in 1972-73 to 226 in 1984-85, while the number of Sociology majors dropped from 136 to 15; (7) since 1974, the percentage of students transferring to CSU Bakersfield to receive a grade point average (GPA) of 3.0 to 4.0 remained between 40% and 43%; (8) 36.4% of the BC students transferring to CSU Fresno made GPA's between 3.0 to 4.0 during fall term; and (9) 72.5% of the BC transfers entering the CSUC system in fall 1983 returned in fall 1984. The bulk of the report consists of tables showing trends in characteristics and performance data. (LAL)

ED 261 734 JC 850 520

Stansbury, Donald; Palitz, Merriem
Writing Competency Test.
Bakersfield Coll., Calif.
PUB DATE- 83
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Community Colleges; *Evaluation Criteria; *Minimum Competency Testing; Student Evaluation; Two Year Colleges; *Writing Evaluation; *Writing Skills

Beginning with the fall semester, 1983, California required all community colleges to test their students on minimal writing competency before being granted an Associate in Arts or Associate in Science degree. This guide explains the ways in which students at Bakersfield College may complete this requirement (i.e., by initial placement into English 1A after taking the English Classification Test, then completing English 1A with a "D" or better, or by completing English 1 with a "C" or better and passing the writing competency test) and outlines the procedures and criteria for evaluating writing competency. The guide indicates that in order to demonstrate minimal competency the student must: (1) respond appropriately to the writing task; (2) maintain a consistent point of view; (3) organize according to a logical plan; (4) support general statements with appropriate specific details or examples; and (5) correctly use the conventions of standard English. Evaluation score sheets and corresponding sample essays are presented, along with materials for the instructor including examples of student sentences, observations and comments about the test, and a list of activities for improving student success. (EJV)

ED 261 735 JC 850 521

Totten, Charles F.
Participants in Learning, Not Spectators.
PUB DATE- 25 Apr 85
NOTE- 13p.; Paper presented at the University System of Georgia Statewide Conference on Developmental Studies (Jekyll Island, GA, April 25-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Environment; *Classroom Techniques; Community Colleges; *Developmental Studies Programs; *English Instruction; *Instructional Improvement; *Student Participation; Student Responsibility; *Teaching Methods; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Involvement in Learning

"Involvement in Learning: Realizing the Potential of American Higher Education," the 1984 federal study group report on excellence, identifies three conditions vital to the improvement of undergraduate education: student involvement, high expectations, and assessment and feedback. Of these, student involvement was judged most important and is most germane to successful developmental work. Two of the report's recommendations which have particular importance for developmental English involve the use of more active modes of teaching, and the mandate to encourage students to take greater responsibility for their learning. Strategies that promote more active modes of teaching include severely curtailing lecturing, rotating seating, walking around the room, having students write out every sentence in every exercise, and dividing classes into small groups. Students can be encouraged to take greater responsibility for their learning if they write their own attendance policy sheet; learn to set goals by two-week segments; and establish specific objectives related to vocabulary, spelling, and studying. Goal-setting techniques and strategies for active involvement are more readily implemented within the right atmosphere. Using seminar tables rather than desks, inviting another class to participate in a class session, and encouraging the involvement of older students are all ways to help create an environment more conducive to active student participation. (LAL)

Division of General Studies: Annual Report, 1983-84.
Brunswick Junior Coll., GA. Div. of General Studies.
PUB DATE- 30 Aug 84
NOTE- 87p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Community Colleges; Departments; Faculty Development; *General Education; Instructional Improvement; Liberal Arts; *Organizational Objectives; Two Year Colleges

This annual report of the General Studies Division of Brunswick Junior College includes a list of the division's goals and objectives and a summary of faculty activities to achieve those aims during the 1983-84 academic year. The report summarizes division activities related to the following goals: (1) to market programs more effectively--related objectives are to increase the number of students exposed to division programs and to increase student enrollment; (2) to increase the number of students who persist in division courses and programs--related objectives are to build support systems, strengthen basic skills, and encourage the use of campus academic support systems; (3) to develop programs to meet student needs and to reflect the desired balance in a liberal arts education--related objectives are to implement an honors program, initiate a "writing across the curriculum" program, and recommend program changes; (4) to emphasize faculty development--related objectives are to implement a faculty development program and encourage faculty to engage in scholarly publication, participate in professional organizations, and conduct research; (5) to emphasize excellence in teaching--related objectives are to emphasize personalized instruction and relate syllabi to department goals; (6) to support extracurricular student activities--related objectives are to support campus activities and sponsor student organizations; and (7) to support the institution--related objectives are to accept assignments and serve the community. Appendices include a memo on the use of modified management by objectives, 5-year plans for the division, enrollment statistics, and planning session minutes. (LAL)

DOCUMENT RESUME

ED 261 737 JC 850 523

Langley, Harry M.
Faculty Evaluation by Modified Management by Objectives (MMBO).
Brunswick Junior Coll., GA. Div. of General Studies.
PUB DATE- Jan 84
NOTE- 54p.; Materials presented at the Academic Chairperson Conference sponsored by Kansas State University (Orlando, FL, January 26-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; Community Colleges; *Faculty Development; *Faculty Evaluation; General Education; *Management b
Objectives; Organizational Objectives; Program Descriptions; Two Year Colleges

In spring 1981, a need was identified for the improvement of the faculty evaluation system at Brunswick Junior College (BJC). A committee, formed to study methods of faculty evaluation, recommended an evaluation system based on Modified Management by Objectives (MMBO). Subsequent to approval by the college administration, the new system was implemented. This paper provides a description of the process, outcomes, reevaluation, and modifications in the evaluation system which occurred in BJC's Division of General Studies. Introductory comments provide background on the committee's formation, charge, and activities; the process established for individual goal development; the responsibilities of the division and department chairs and faculty members; and the time schedule for the 1982-83 academic year. Section I deals with goals of the division for 1982-83, including information on related activities and evaluation measures. Section II provides examples of personal development objectives for individual faculty members, including information on the relationship of the faculty member's objectives to the division's objectives, weight accorded to the objectives, and evaluation criteria. Section III presents guidelines for faculty for setting goals and implementing the MMBO procedures. Finally, examples of faculty's MMBO's for 1983-84 are presented, covering professional development, institutional services, and teaching areas. (LAL)

ED 261 738 JC 850 524

Student Matriculation: A Plan for Implementation in the California Community Colleges.

California Community Colleges, Sacramento. Board of Governors.; California Community Colleges, Sacramento. Office of the Chancellor.

PUB DATE- Apr 84
NOTE- 85p.; Report to the California Legislature.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Academic Standards; *College Admission; *College Attendance; *Community Colleges; Educational Legislation; Governing Boards; State Legislation; *Statewide Planning; Two Year Colleges
IDENTIFIERS- *California

In response to a legislative mandate, this report by the Board of Governors of the California Community Colleges (BGCCC) presents a plan for implementing a system of student matriculation at the colleges and describes the plan's development. Section I introduces the legislative directive to the BGCCC and the appointment and charge of a Task Force on Academic Quality to carry out the mandate. Section II focuses on the development of the Student Matriculation Plan, discussing policy assumptions, the preliminary model, observation site visits, component studies, a cost project study, regional field input hearings, and task force/sub-committee deliberations. Section III contains the proposed matriculation plan, covering educational philosophy, definition, purposes, modifications of the preliminary model, and the following components of the matriculation plan: (1) application for admission; (2) orientation; (3) pre-enrollment assessment and educational planning; (4) academic advisement/counseling and course selection; (5) follow-up on student progress; and (6) institutional research and evaluation. After section IV outlines the costs of implementing matriculation, section V proposes an evaluation study to assess the effectiveness of the matriculation system, and section VI offers recommendations. Appendices include materials related to the task force's activities and an extensive study report on the costs of implementing a matriculation system, and a bibliography. (LAL)

ED 261 739 JC 850 525

1985 Basic Agenda.
California Community Colleges, Sacramento. Board of Governors.
PUB DATE- 25 Jan 85
NOTE- 102p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- College Role; *Community Colleges; Educational Finance; Educational Needs; Educational Objectives; *Educational Quality; *Financial Support; *Governance; *Governing Boards; Needs Assessment; Organizational Objectives; Policy Formation; State Agencies; *Statewide Planning; Two Year Colleges
IDENTIFIERS- *California

This report identifies the major issues facing community colleges in California and presents the judgements of the Board of Governors of the California Community Colleges concerning how these issues should be addressed, placing particular emphasis on what should be done during 1985. The issues constituting the basic agenda of the Board for 1985 are presented: (1) secure adequate, stable, predictable and equitable funding for community colleges; (2) promote excellence in community college programs by strengthening transfer and vocational education functions; securing passage of matriculation reform; developing new policies related to course offerings, the associate degree, and student services; and by developing community college employees; (3) continue to review the mission of community colleges and develop recommended policy on the establishment of priorities; (4) clarify and improve the governance structure for community colleges; and (5) continue to improve the effectiveness of state agency operations. The basic agenda is followed by a background document which separately analyzes issues in the areas of educational programs, student access and services, finance, governance, and employees. The second section of this document presents major conclusions and policymaking responses with respect to improving the policymaking process and setting the 1985 basic agenda. (LAL)

ED 261 740 JC 850 526

Beaver, Evelyn, Ed.; Kruckenburg, Joanna, Ed.
Annual Report on Enrollment, Fall 1983. California Community Colleges.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Jun 85
NOTE- 142p.; Report prepared by the Analytical Studies Unit. Document printed on colored paper and contains small print throughout.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Annual Reports; *Community Colleges; Enrollment; Enrollment Rate; *Enrollment Trends; School Demography; State Surveys; *Student Characteristics; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *California

Designed for both state- and district-level policy makers, this report profiles the demographic and academic characteristics of California community college students. Introductory remarks describe the database for the report, the report's format, and the data elements presented. Section I contains a series of tables which aggregrate the following student counts and characteristics by district: (1) number and percent of full-time, part-time and noncredit students; (2) gender and ethnicity; (3) age; (4) credit enrollment by credit unit workload attempted; and (5) weekly student contact hours for regularly scheduled credit classes and total potential hours of attendance for positive attendance classes. Section II is a parallel presentation for the individual colleges. In section III, district data related to gender and ethnicity, age, high school completion status, level of academic achievement, enrollment status, residency status, citizenship status, and student goals are categorized by full-time, part-time, and noncredit status. (LAL)

ED 261 741 JC 850 527

Davis, Elizabeth; And Others

1984 Graduates of Sinclair Community College: What They Came for, What They Achieved, and What They Thought of Us.

Sinclair Community Coll., Dayton, OH. Office of Institutional Research & Information System.
PUB DATE- 85
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Numerical/Quantitative Data (110)
DESCRIPTORS- *College Graduates; *College Transfer Students; Community Colleges; *Employment Patterns; Followup Studies; Graduate Surveys; Majors (Students); *Outcomes of Education; School Surveys; Student Characteristics; Two Year Colleges; *Two Year College Students

In fall 1984, a survey of recent graduates of Sinclair Community College (SCC) was conducted to determine graduates' characteristics, perceptions of college services, and current activities. Study findings, based on a 52% response rate (N=611), included the following: (1) 62% of the graduates were female, 87% were Caucasian, and 34% were between the ages of 26-35; (2) 59% attended SCC to prepare for a job; (3) 40.89% were business technology majors and 22.94% were allied health majors; (4) 44% took 2 to 3 years to finish their degree; (5) generally, students were pleased with instructional quality at SCC; (6) 77% of the transferring graduates said they had no problems in the transfer process, though 55% experienced some credit hour loss; (7) 75% of transfers felt their preparation was good or very good; (8) 86% of graduates who had become employed since graduation considered their training good or very good; (9) approximately 31% of employed students were working in their job area prior to enrolling at SCC; (10) approximately 47% thought that the availability of jobs in their field was good or very good; and (11) 76% indicated they would be interested in returning to take courses for personal interest or continuing education. The questionnaire is appended. (LAL)

ED 261 742 JC 850 528

Anderson, Ernest F.; Campbell, Trudy A.
Two-Year Comparison of Transfer and Native Student Progress: University of Illinois at Chicago, Fall, 1981 Group. Research Memorandum 85-1.

Illinois Univ., Urbana. Office of School and Coll. Relations.
PUB DATE- Jul 85
NOTE- 71p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Persistence; *College Students; *College Transfer Students; Comparative Analysis; Grade Point Average; Postsecondary Education; State Universities; *Two Year College Students
IDENTIFIERS- *Native Students; *University of Illinois Chicago

A study was conducted to compare the academic progress of community college transfers, senior college transfers and continuing sophomores and juniors (natives) at the University of Illinois at Chicago (UIC) as measured by mean grade point average (GPA), academic status, and retention through eight terms after transfer. Study findings, based on data on 1,078 community college transfers, 1,289 senior college transfers, and 1,368 natives, included the following: (1) the community college transfer group had the highest pre-transfer GPA; (2) none of the transfer groups equalled or exceeded their pre-transfer GPA the first term; (3) 42% of the community college transfers, 40% of the four-year college transfers, and 78% of the native students had graduated or remained enrolled after eight terms; (4) approximately 25% of the community college transfer group and 21% of the four-year college transfer group left UIC for academic reasons; (5) of the three groups, community college transfers achieved the lowest mean GPA in a majority of 10 subject areas studied; and (6) in comparison to 1973 student patterns, graduation rates 2 years after transfer declined by approximately 50% for community college and four-year college transfers and native graduation rates remained constant. (LAL)

ED 261 743 JC 850 529

Anderson, Ernest F.; Campbell, Trudy A.
Two-Year Comparison of Transfer and Native Student Progress. University of Illinois at Urbana-Champaign, Fall, 1982 Group. Research Memorandum 85-2.
Illinois Univ., Urbana. Office of School and Coll. Relations.
PUB DATE- Jul 85
NOTE- 77p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Academic Persistence; *College Students; *College Transfer Students; Community Colleges; Grade Point Average; Postsecondary Education; State Universities; *Two Year College Students
IDENTIFIERS- *Native Students; *University of Illinois Urbana Champaign

A study was conducted to compare the academic progress of community college transfers, senior college transfers, and continuing juniors (natives) at the University of Illinois at Urbana-Champaign (UIUC) as measured by UIUC grade point average (GPA), academic status, and retention. Study findings, based on data on 762 community college transfers, 574 senior college transfers, and 4,681 native students for fall 1982 through spring 1984, included the following: (1) the community college group had the highest pre-transfer GPA; (2) neither transfer group equalled or exceeded their pre-transfer GPA; (3) 80% of the transfers completed the first year and re-enrolled, compared to 88% of the natives; (4) 38% of the community college transfers, 45% of the senior college transfers, and 71% of the natives graduated; (5) 14% of the community college transfers and 9% of the senior college transfers left UIUC for academic reasons; (6) 9% of the community college transfers and 5% of the senior college transfers were dropped and did not re-enter; (7) community college transfers achieved a lower mean GPA than the other groups; (8) there had been a steady increase in community college pre-transfer GPA's; (9) retention rates of four-year college transfers were consistently higher than those of community college transfers; and (10) the 38% graduation rate of community college transfers was slightly lower than rates for this group over the previous two years. (LAL)

ED 261 744 JC 850 532

Carpenter, Don A., Ed.
Focus: A Forum on Teaching and Learning in Utah Community and Technical Colleges, Volume IV.
Utah State Board of Higher Education, Salt Lake City.
PUB DATE- Sep 85
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Curriculum; College Faculty; Community Colleges; Computer Assisted Instruction; Critical Thinking; *General Education; Humanities Instruction; *Instructional Innovation; Learning Processes; Liberal Arts; *Self Esteem; Stress Variables; Teacher Burnout; *Teaching Methods; Two Year Colleges; Western Civilization

This issue of "Focus" includes seven essays addressing various concerns related to community college curriculum, instruction, and instructors. "Money, and the Good of Humanities," by Dr. Demont H. Howell, explores the utility of humanities education in preparing students for coping with the present and the future. "Teaching High Level Thinking in Lower Division Humanities Classes," by Ace G. Pilkington, outlines a series of instructional techniques that challenge students to think logically and creatively. "Generalize That Vocation," by Elaine Englehardt, underscores the importance of both a general education and a specialized vocation, exploring the potential for closer links between the two. "Another View of Western Civilization: Rethinking Values from an American Perspective," by Dr. Michael Petersen, challenges the "traditional perspective" on western history through American values, proposing that Western Civilization be viewed as an interaction of different cultures. "Computer-Assisted Writing: Do the Pros Outweigh the Cons?" by Deanne W. Thomas, provides a personal analysis of the strengths and weaknesses of using computers for writing instruction. "Stress and Burnout: Coping Skills for the College Professor," by Larry R. Christensen, discusses various types of stress and methods for dealing with them. Finally, "Enhancing Learning by Promoting Self-Esteem and Self-Acceptance," by Dr. Sharon Staples, examines the role of the educator in building a student's self-esteem and the role of self-esteem and self-acceptance in the educational process. (EJV)

ED 261 745 JC 850 534

Nelson, Gwen
Plan of Action.
Cowley County Community Coll. and Area Vocational-Technical School, Arkansas City, KS.
PUB DATE- Apr 85
NOTE- 34p.
AVAILABLE FROM- Cowley County Community College and Vocational-Technical School, 125 S. Second, Arkansas City, KS 67005 ($6.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Role; Community Colleges; *Educational Planning; *Educational Trends; Futures (of Society); *Long Range Planning; *Organizational Objectives; Two Year Colleges

This Plan of Action is the seventh in a series of such plans for the development of Cowley County Community College and Area Vocational-Technical School. Part I describes the history and mission of the college, focusing on changes at the college since its establishment in 1922, its location and service area, institutional mission, and educational program. In an effort to ensure that the long-range plans of the college are consistent with local economic and demographic conditions, part II analyzes trends in the areas of population growth and characteristics, size of high school graduating classes, and college enrollments and programs. In addition, projections are made regarding job opportunities, enrollment, college staffing, budget, and facilities. Part III examines the college's 10 major goals and reviews its principal resources and assets (e.g., diversity of programs, administrative leadership, well-planned facilities and equipment, excellent staff-student relations, and well-qualified faculty). Part IV explains the college's assumptions for planning, the definitions employed in the planning process, and the institution's needs and objectives related to college community services, student life, student recruitment, program planning, program accessibility, educational support services, staff development, college identity, performing groups, and utilization of resources. Finally, a plan of action chart is presented, detailing objectives, and indicating the priority, responsible party, and schedule for each objective. (LAL)

ED 261 746 JC 850 535

McMaster, Anne

Course Completion Rates: Volume and Efficiency Measures, and Grade Distributions, 1983-1984. Technical Report, 85-02.

Mercer County Community Coll., Trenton, NJ. Office of Institutional Research.

PUB DATE- Aug 84

NOTE- 64p.; Tables with small print may not reproduce well.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)

DESCRIPTORS- *Academic Persistence; Community Colleges; *Courses; *Enrollment Trends; *Grades (Scholastic); Two Year Colleges; *Withdrawal (Education)

Available data on student completion of courses at Mercer County Community College (MCCC) were compiled and analyzed for a 3-year period from summer 1981 through spring 1984. The study provided two different perspectives on student enrollment through volume measures, such as headcount enrollment and credit hours, and success indicators, such as completion rates and grade distributions. Study findings included the following: (1) the total MCCC course completion rate increased from .74 in 1981-82 to .76 in 1983-84; (2) over the past 2 years, only two divisions (i.e., Instructional Resources and Technology) experienced increases in completion rates; (3) completion rates for day and evening classes increased from .75 to .76 for day classes and from .73 to .76 for evening classes; (4) there was a consistent pattern in the assignment of grades over the past 3 years, with "B" being the most commonly assigned grade; (5) the Humanities and Science/Allied Health Divisions both had slight decreases in overall grade point average (GPA), the Commerce Division remained the same, and all other divisions experienced increases in GPA; and (6) the collegewide GPA increased by .04 points between 1981-82 and 1983-84. (EJV)

ED 261 747 JC 850 536

McMaster, Anne

Non-Returning Students: Full Time and Part Time, Spring 1981-Spring 1982 and Fall 1982-Fall 1983. Technical Report, 85-03.

Mercer County Community Coll., Trenton, NJ. Office of Institutional Research.

PUB DATE- Aug 84
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Dropout Research; *Dropouts; *Enrollment Influences; Followup Studies; Full Time Students; Part Time Students; Questionnaires; *Student Attrition; Two Year Colleges; *Two Year College Students

A study was conducted at Mercer County Community College (MCCC) to determine the elements which contribute to student attrition. Two separate groups of non-returning students were surveyed in 1982 and 1984. The first group was composed of students who attended MCCC in spring 1981, but did not return in fall 1981 or spring 1982. The second group consisted of students who attended in fall 1982, but did not return in spring or fall 1983. Survey responses were obtained from 41% (N=277) of the full-time and 27% (N=621) of the part-time non-returning students in the spring group; and 40% (N=184) of the full-time and 33% (N=992) of the part-time non-returning students in the fall group. Study findings included the following: (1) transferring, financial problems, and job responsibilities were among the most frequently cited reasons for not returning to MCCC; (2) the most common reason for not returning for the spring group was transfer to another school, while job responsibilities were the biggest influence among the fall group; (3) increased personal/family responsibilities and job responsibilities were the major reasons for attrition among part-timers; (4) the fall-to-fall full-time non-returnees had a larger percentage of blacks and females than the spring-to-spring full-time group; (5) 32% of the spring group were working in a field related to their major compared to 21% of the fall group; (6) over 80% of both groups stated they would recommend MCCC to a friend; and (7) 43% of the full-time spring and fall non-returnees had plans to return to Mercer in the future. The questionnaire is appended. (EJV)

ED 261 748 JC 850 537

Leone, Anita, Ed.
One Year Later, 1984: A Survey of Mercer Graduates of FY 1983. Technical Report, 85-04.
Mercer County Community Coll., Trenton, NJ. Office of Institutional Research.
PUB DATE- Dec 84
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Graduates; College Transfer Students; Community Colleges; *Employment Patterns; Followup Studies; Graduate Surveys; *Outcomes of Education; *Participant Satisfaction; Questionnaires; Student Educational Objectives; Two Year Colleges; *Two Year College Students; Vocational Followup

In spring-summer 1984, a survey was conducted to determine the current activities of 1983 graduates of Mercer County Community College (MCCC). Surveys were mailed to 759 graduates, requesting information on educational objectives, ratings of college services, transfer experiences, employment, and personal characteristics. Study findings, based on a 49% response rate, included the following: (1) the graduates appeared to be satisfied with their educational experiences at MCCC, with a full 96% saying they would recommend MCCC to prospective students; (2) 87% of the respondents reported that they were employed, with 77% of the working graduates employed in positions related to their programs of study at MCCC and 68% employed in Mercer County; (3) 42% have continued their education in other degree-granting programs; (4) in comparison to the class of 1982, a larger percentage of the class of 1983 were employed, while almost the same percentage were continuing their education; (5) 29% of the respondents were both employed and continuing their education; (6) comments on improving courses and services offered at MCCC were made by 48% of the 1983 graduates, with the majority focusing on advising, special services for part-time students, faculty, and course offerings. Appendices include the survey instrument and detailed employment and transfer data. (EJV)

ED 261 749 JC 850 538

Edwards, Frances L.; Staatse, Holly
Fall 1980 Cohort Study. Technical Report, 85-06.
Mercer County Community Coll., Trenton, NJ. Office of Institutional Research.
PUB DATE- Jun 85
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Attendance Patterns; Cohort Analysis; College Graduates; Community Colleges; Dropouts; *Employment Patterns; *Enrollment Trends; Followup Studies; Full Time Students; Longitudinal Studies; Outcomes of Education; Questionnaires; *Student Characteristics; *Student Educational Objectives; Two Year Colleges; *Two Year College Students

The 1980 Cohort Study was initiated at Mercer County Community College (MCCC) as a follow-up of full-time students who began their studies in fall 1980. The goal of the study was to distinguish the educational and career outcomes of graduates from those of students who have achieved various other levels of academic progress. The fall 1980 cohort consisted of 1,532 new students, including 240 non-returners who attended for only one semester, 652 non-graduates who attended for two or more consecutive semesters, 237 stopouts who attended intermittently, and 403 graduates as of spring 1984. Study findings, based on information gathered from student records and responses to a spring 1984 survey of educational goals, study habits, enrollment patterns, and employment and transfer experiences, included the following: (1) Whites, Blacks, and Hispanics made up 73%, 17%, and 4% of the cohort, but 85%, 9%, and 2% of the graduates; (2) graduation rates varied widely across programs of study; (3) most students responding to the survey selected "to prepare for a first career" as their main educational goal; (4) most respondents planned to complete a degree or certificate at MCCC; (5) approximately 40% to 50% of the graduates, non-graduates, and non-returners attended another college after leaving MCCC; (6) 48.7% of the non-returners, 75.7% of the non-graduates, 72% of the stopouts, and 82.9% of the graduates were working while at MCCC; and (7) non-returners were least likely to be employed while at MCCC and most likely to leave school upon finding employment. Survey instruments are appended. (EJV)

ED 261 750 JC 850 539

McMaster, Anne

Student Enrollment Patterns, 1980-1985. Technical Report, 86-01.

Mercer County Community Coll., Trenton, NJ. Office of Institutional Research.

PUB DATE- Jul 85
NOTE- 87p.; Tables with small print may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Persistence; *College Graduates; Community Colleges; *Dropouts; *Enrollment Trends; Full Time Students; Majors (Students); Part Time Students; Student Attrition; Two Year Colleges

A study was conducted to examine the persistence patterns of Mercer County Community College's (MCCC's) student enrollment for 1980 through 1985. Both full- and part-time entrants were tracked over six consecutive semesters to assess non-return rates, student movement across programs, and graduation rates. Study findings included the following: (1) the proportion of fall semester full-timers returning to either full- or part-time status the following spring increased from 81% to 84%; (2) part-time persistence remained relatively stable across all the semesters despite a sharp decline in the part-time enrollment; (3) the percentage of part-time students switching to full-time status after one semester increased from 4% to 6% between fall 1980 and fall 1984; (4) transfer and career programs experienced net gains due to changes in student majors, while the non-degree and preparatory programs had net losses; (5) graduation rates were highest among full-time entrants after four semesters and, in general, rates were higher for fall entrants than for spring entrants; and (6) trends showed more students combining work and school, and taking longer than the traditional 2 years to complete their degrees. Appendices include data on full-time and part-time persistence output. (Author/EJV)

DOCUMENT RESUME

ED 261 751 JC 850 540

McMaster, Anne
Four Years Later: Class of 1980. Technical Report, 86-02.
Mercer County Community Coll., Trenton, NJ. Office of Institutional Research.
PUB DATE- Sep 85
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Graduates; *College Transfer Students; Community Colleges; *Employment Patterns; Graduate Surveys; Longitudinal Studies; *Outcomes of Education; Participant Satisfaction; Questionnaires; Student Attitudes; Student Characteristics; Two Year Colleges; *Two Year College Students; Vocational Education; Vocational Followup

A follow-up study of 1980 Mercer County Community College (MCCC) graduates was conducted during the summer and fall of 1984 to gather data on employment status, educational activities, and opinions concerning educational experiences while at MCCC. Questionnaires were mailed to a survey population of 686 graduates, yielding a 45% response rate. Study findings included the following: (1) 88% of the respondents were employed either full- or part-time; (2) 80% of the employed graduates were working in jobs related to their academic program at MCCC; (3) 64% of the career program respondents and 73% of the transfer respondents were working in Mercer County; (4) 34% of the career program respondents and 20% of the transfer respondents obtained their job while in school or within 6 months of graduation; (5) 64% continued their education and 34% had obtained their bachelor's degree; (6) 80% of the transfer respondents and 56% of the career program respondents continued their education; (7) 96% rated the quality of education at MCCC as "good", "very good", or "excellent"; and (8) 86% said they would recommend their academic program to a friend, relative, or acquaintance. (LAL)

ED 261 752 JC 850 546

Martens, Freda R. H.

The Historical Development of the Community Colleges of the State University of New York. SUNY Community College Topical Paper, Number 1.

State Univ. of New York, Albany. Office for Community Colleges.

PUB DATE- Sep 85

NOTE- 18p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Historical Materials (060)

DESCRIPTORS- *Community Colleges; *Educational Development; *Educational History; Educational Legislation; Educational Objectives; Educational Quality; Financial Support; State Colleges; State Legislation; *Statewide Planning; Two Year Colleges

IDENTIFIERS- *New York; *State University of New York

The history of the community colleges in New York is traced from their establishment in 1948 to the present. Following introductory comments on the scope of the paper, a discussion is provided of early efforts to expand educational opportunities in New York, including the Peoples College, normal schools and vocational farm schools, and a 5-year experiment with 22 Emergency Collegiate Centers. The next section focuses on the educational climate, and needs and demands that led to the legislation establishing the community colleges in 1948. The establishment and growth of the state's community colleges are considered next, from the system's slow beginnings to its explosive growth in the 1950's and 1960's. This section indicates that by 1960, 18 community colleges existed, making strides toward the goal of placing "every high school graduate in the state within commuting distance of a two-year college." The final section highlights the problems that resulted from this rapid growth (i.e., accessibility for all students, program quality, and increased need for fiscal support), explaining how these conditions led to an expanded community college mission and a closer alignment with the State University of New York. Concluding comments stress that although New York was the last state to establish a statewide community college system, it is currently one of only five states to enroll more than 250,000 students, a success created in part by accessibility for non-traditional students and recent high school graduates, matched by the quality of the faculty and of programs designed to meet the diverse educational needs of the state's population. (EJV)

ED 261 753 JC 850 547

Smith, Phil

Gainesville Junior College Economic Impact Study: 1984-1985 Academic Year.

Gainesville Junior Coll., Ga.

PUB DATE- 85
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Community Colleges; Economic Climate; *Economic Factors; Economic Opportunities; Educational Economics; *School Community Relationship; Two Year Colleges
IDENTIFIERS- *Economic Impact; Economic Impact Studies

A study was conducted to examine the economic impact of Gainesville Junior College (GJC) on its 12-county service area. The study involved the collection of data on the county of residence of students, faculty, staff, and administrators; the gathering of information on college gross payroll and local college expenditures; and surveys and estimates of spending by students, faculty, staff, and administrators. Following the compilation of these data, it was possible to compute the local expenditure multiplier of the college, GJC's spending impact on the area, and the employee equivalent resulting from student, faculty, staff, administration, and college spending. Study highlights included the following: (1) students annually spent an average of $7,250 in the local economy; (2) faculty/staff/administrators spent an average of $16,807 annually in the local economy; (3) the college made local purchases of $668,621 in fiscal 1984; (4) total initial spending by the college amounted to $12,868,776, generating an additional spending amount of $8,390,442, for a total expenditure impact of $21,259,218; and (5) the college provided 135 full-time positions on campus and generated an additional 359 full-time jobs in its service area due to college-related spending. Questionnaires and calculations are included in the study report. (LAL)

Assessing Student Degree Aspirations. ERIC Digest.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Aug 85
NOTE- 5p.; For the full study report, see ED 255 250.
CONTRACT- 400-83-0030
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Aspiration; *College Transfer Students; Community Colleges; School Surveys; *Student Attitudes; *Student Educational Objectives; Two Year Colleges; *Two Year College Students; Urban Schools

In spring 1984, a study was conducted by the Center for the Study of Community Colleges to examine various facets of transfer education at urban community colleges. Part of the study focused on the large discrepancy between the number of community college students saying they wanted to earn a bachelor's degree and the actual number who attained the baccalaureate. A survey of students in randomly selected transfer-credit course sections at 22 urban community colleges yielded 1,163 usable responses. Study findings included the following: (1) 74% of the students planned to attain a baccalaureate degree or higher, yet only 54% indicated transfer as their primary reason for attending college; (2) 44% expressed strong feelings about the relative importance of transfer; (3) only 12% could be classified as exhibiting behavior highly indicative of transfer, and most had not taken the initiative in planning for transfer; and (4) students with high transfer attitudes and behaviors were concentrated among those who had completed 45 to 59 units, were attending full-time, and were of traditional college age. The study findings suggested that community colleges concerned with the identification of potential transfer students should collect other data besides planned degree attainment. (LAL)

ED 261 755 JC 850 550

Community College Faculty and the Transfer Function: A Critical Analysis. ERIC Digest.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Aug 85
NOTE- 6p.; For the full study report, see ED 255 250.
CONTRACT- 400-83-0030
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Articulation (Education); *College Faculty; *College Transfer Students; *Community Colleges; School Surveys; *Teacher Attitudes; Teacher Behavior; *Teacher Participation; Two Year Colleges; Urban Schools

In spring 1984, as part of a larger study of transfer education in urban community colleges, the Center for the Study of Community Colleges conducted a survey to analyze faculty involvement in the transfer function. A questionnaire was distributed to 444 randomly selected faculty members teaching transfer courses at 24 colleges, requesting information on faculty awareness of student characteristics, faculty interaction with students, how faculty prepare students for the four-year college environment, faculty involvement in transfer-related activities, and faculty attitudes toward transfer and other community college functions. Study findings, based on a 78% response rate, included the following: (1) 67% of the instructors did not have information on student transfer aspirations, 81% had no information on performance on basic skills tests, and 80% had no information on students' employment status; (2) 61% met with students during office hours, yet very few indicated communication with students in other settings; (3) 45% did not use essay exams at all in determining course grades; (4) most faculty engaged in a variety of activities to achieve course equivalency between community colleges and senior institutions; (5) most faculty were not greatly involved in formal transfer activities outside the classroom, but many were involved in less formal ways; and (6) only 19% agreed that the primary function of the community college should be transfer. The study findings suggested that lack of faculty involvement in the transfer function was due to the perception by faculty that transfer education was the domain of administrative personnel, and that transfer education had become a secondary function. (LAL)

ED 261 756 JC 850 551

Strengthening Transfer Opportunities in the Community College. ERIC Digest.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Aug 85
NOTE- 6p.; For the full study report, see ED 255 250.
CONTRACT- 400-83-0030
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Administrator Role; Articulation (Education); College Transfer Students; *Community Colleges; Educational Improvement; *Intercollegiate Cooperation; Student Personnel Services; Teacher Role; *Transfer Policy; *Transfer Programs; Two Year Colleges

As part of a larger study of transfer education conducted by the Center for the Study of Community Colleges, students and faculty were surveyed to determine what community college leaders could do to assist students who want to transfer to four-year institutions and eventually earn a baccalaureate degree. The findings of these surveys resulted in several suggestions for strengthening the transfer function, including: (1) college leaders should communicate the importance of transfer to college constituencies by establishing a high-level administrative position to deal with transfer, commissioning research on the effectiveness of transfer education at the college, and opening communications with senior institutions; (2) the curricula and services of the college should be reorganized to promote transfer more effectively and coordinate the efforts of faculty, administrators, and researchers; (3) the procedural and qualitative aspects of transfer should be improved by such means as revising college catalogs to include transfer requirements, and providing training to help counselors and faculty develop skills in advising potential transfers; and (4) transfer and articulation agreements should be created with senior institutions within the community college's service district. (EJV)

Counting the Reverse Transfer Students. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Aug 85
NOTE- 6p.
CONTRACT- 400-83-0030
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Attendance Patterns; College Attendance; *College Transfer Students; Community Colleges; Data Collection; *Educational Trends; *Enrollment Influences; Postsecondary Education; Student Characteristics; Student Educational Objectives; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Reverse Transfer Students

A review is provided of statewide and institutional data reflecting the magnitude and causes of the reverse transfer phenomenon. First, data from California, North Carolina, Illinois, Missouri, and Minnesota are presented, contrasting the numbers of students who transfer from two- to four-year colleges to the sometimes greater number of students transferring from four- to two-year colleges. Next, the digest reviews three research efforts undertaken by individual colleges to identify the characteristics and needs of reverse transfer students, including: (1) a study conducted at Piedmont Virginia Community College (PVCC), which focused on the demographic characteristics and reasons that students with certificates or degrees attend PVCC; (2) a study conducted at Santa Ana College (California) to determine the educational interests and matriculation patterns of students who had previously attended a four-year institution; and (3) research undertaken at the Los Rios Community College District (California), which compared the characteristics and objectives of students with five different educational backgrounds. Finally, the digest offers conclusions about reverse transfers, indicating that: (1) those holding four-year degrees represent one of the most academically able segments of the community college student body; (2) those without a baccalaureate come to the community college for a variety of reasons, only one of which is academic difficulty at the senior institution; and (3) while reverse transfers constitute only a minority of the community college population, their presence is further evidence of the growing complexity of the community college environment. (EJV)

ED 261 758 JC 850 553

The Current Status of the Associate Degree. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Aug 85
NOTE- 6p.
CONTRACT- 400-83-0030
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Associate Degrees; *College Curriculum; *Community Colleges; *Educational Attainment; *Educational Trends; Females; Two Year Colleges

An overview is provided, examining the types of associate degrees that are awarded, the number that are awarded, the students who receive them, and the problems related to associate degree curricula. First, a list is provided of the different types of associate degrees awarded, followed by an enumeration of the vocational and non-vocational categories into which these degrees are divided: Arts and Sciences or General Programs for non-vocational degrees; and Data Processing, Health Sciences/Paramedical, Mechanical/Engineering, Natural Science, Business and Commerce, and Public Service for vocational degrees. Next, information is provided on degree awards, indicating that in absolute numbers, 158,000 non-vocational and 276,493 vocational degrees were awarded in 1981-82. The next section looks at trends in the participation of women in associate degree education, showing that since 1976-77, over 50% of the degrees have been earned by women, though most in health, office, and public service occupations. The final section addresses several issues that must be addressed in the future planning of associate degree programs, including the relatively low prestige of the degree, variations among colleges with respect to subject area and unit requirements, the need to keep up with technological advances in vocational curricula, and the transferability of the degree. (EJV)

ED 261 759 JC 850 554

What Statistical Information Is Available on Two Year Colleges: A Summary of Research Findings. ERIC Digest.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- Aug 85
NOTE- 5p.
CONTRACT- 400-83-0030
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Community Colleges; Information Needs; Information Sources; Research Problems; *Statistical Data; *Two Year Colleges

Drawing from a bibliographic survey of statistical data on two-year colleges, this digest indicates what kinds of data are available, what data are not readily accessible, and the limitations that affect the available information on two-year college finances, curriculum, students, and personnel. The digest recognizes the availability of data on total college expenditures; total enrollment; and the demographic characteristics of students, faculty, and administrators; while alerting users to the lack of data on community services and non-credit programs, student educational intent, student outcomes, and data aggregated by program or curriculum. (LAL)

PS

ED 261 760 PS 015 081

Child Care: Beginning a National Initiative. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, Ninety-Eighth Congress, Second Session (April 4, 1984).

Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.

PUB DATE- 84
NOTE- 114p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC (Stock No. 052-070-059-66-4, $4.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Community Zoning; *Day Care; Early Childhood Education; *Employed Parents; *Family Day Care; *Financial Support; Foreign Countries; *Government Role; Infants; *School Age Day Care; Toddlers
IDENTIFIERS- Europe; Family Policy; Latchkey Children; Maryland (Montgomery County)

This hearing concerns problems and solutions related to working parents' need for day care services. Testimony focuses on (1) research findings, social trends, and public issues related to the need for day care; (2) infant and toddler care, day care options, school-age day care, and latchkey children; (3) the need for public funding for day care services to low income working parents and the role of the private sector; (4) problems of working mothers in finding appropriate, quality care for their children; (5) the formation of Family Day Care Associations and issues related to family day care; (6) activities of organizations supporting mothers who choose to stay home; (7) myths about child care; (8) problems of finding adequate babysitting services; (9) regulation of family day care; and (10) innovative family policies in Europe. Included in the report are articles providing a national perspective on child care services, a discussion of demographic changes and working mothers' need for child care, and an amendment to the zoning ordinance for the Maryland-Washington Regional District in Montgomery County, Maryland, to increase the number of children who may be served by a child day care facility in residential zones and to allow child day care facilities as permitted uses in commercial and industrial zones. (RH)

ED 261 761 PS 015 084

Marzano, Robert J.

A Unitary Model of Cognition and Instruction in Higher Order Thinking Skills.

Mid-Continent Regional Educational Lab., Inc., Denver, Colo.
SPONS. AGENCY- National Inst. of Education (ED), Washington, D.C.
PUB DATE- Jan 85
NOTE- 78p.
CONTRACT- 400-83-0004
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Aesthetic Education; *Cognitive Processes; Concept Formation; Curriculum Development; Elementary Secondary Education; Encoding (Psychology); Evaluation; Goal Orientation; *Instruction; Listening; Memory; Models; Pattern Recognition; Performance Factors; Problem Solving; Programing; Reading; Testing; Theories; Writing (Composition)
IDENTIFIERS- Analogical Reasoning; Concept Acquisition; Direct Instruction; Executive Procedures (Cognition); Extrapolation; Goal Setting; Matching Procedures (Cognition); Relationship Identification; Retrieval (Memory); Self Affirmation; Storage (Memory); *Thinking Skills

This paper presents an instructional model for thinking skills and discusses implementing the model. Based on a unitary theory of human cognition and some basic assumptions about the conditions for successfully intervening in public education, the model can be implemented at any grade level within any instructional framework. Currently used models for thinking skills instruction are briefly reviewed. Then, a unitary model of cognition is translated into an instructional model of thinking skills which can be taught and reinforced in instructional contexts. Six general categories of thinking skills are considered: (1) a general procedure for increasing task efficiency; (2) recognition and encoding procedures; (3) storage and retrieval procedures; (4) matching procedures; (5) procedures for building new cognitive structures, and (6) executive system principles. Four major implications of the unitary model for instruction and curriculum are discussed. (RH)

ED 261 762 PS 015 138

Authorizations for Head Start, Follow Through, Community Services, and Establish Child Care Information and Referral Services. Hearing before the Subcommittee on Human Resources of the Committee on Education and Labor. House of Representatives, Ninety-Eighth Congress, Second Session on H.R. 5145.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 21 Mar 84
NOTE- 292p.; Several pages contain small or broken type.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- American Indians; Block Grants; *Community Information Services; Community Services; *Compensatory Education; *Day Care; Early Childhood Education; Federal Legislation; *Financial Support; Grants; Hearings; Migrants; Program Proposals; *Referral; Retrenchment; State Surveys
IDENTIFIERS- Child Care Information and Referral Services Act; Child Care Legislation; Congress 98th; Follow Through Services; *Human Services Amendments 1984; Project Follow Through; *Project Head Start; Public Health Service Act; Rural Development Loan Fund; Social Services Block Grant Program

This hearing was convened to discuss the Human Services Amendments of 1984 (H.R. 5145) which would extend the authorization for Head Start, Follow-Through, and the Community Services Block Grant Program (CSBG) and would establish the Child Care Information and Referral Services Act, as proposed in H.R. 2242. Testimony concerns (1) Head Start programs and functions; (2) recommendations for eliminating the CSBG and broadening the Social Services Block Grant; (3) issues related to the Rural Development Loan Fund; (4) inequities in Head Start funding across counties in 40 states; (5) reductions in Head Start programs; (6) the Indian and Migrants Program Division within the Head Start Bureau; and (7) recommendations for expanding programs covered by the resolution. Much supporting material and several articles are appended, including correspondence; an article describing the peer review of research grant applications at the National Institutes of Health; amendments to the Public Health Service Act; a review of selected practices in managing discretionary grants; a discussion of the measurement of poverty in the United States; the status of emergency food, energy, and shelter in 20 cities; new directions of Head Start research; and the nature and impact of poverty on United States citizens. (RH)

ED 261 763 PS 015 145

Maternal and Child Health Block Grant. Hearing before the Subcommittee on Finance. United States Senate, Ninety-Eighth Congress, Second Session (June 20, 1984).

Congress of the U.S., Washington, D.C. Senate Committee on Finance.

PUB DATE- 84
NOTE- 215p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Block Grants; *Children; *Health Programs; Hearings; *Mothers; Planning; Program Administration; *Program Implementation; Retrenchment; *Social Services
IDENTIFIERS- Congress 98th

The primary purpose of this hearing was to enable committee members to question Government Accounting Office (GAO) personnel about the results of the GAO study of the implementation of the Maternal and Child Health (MCH) Black Grant. A background paper on the MCH block grant program is provided prior to the introduction of testimony concluding that the block grant is being carried out effectively at the state level and other testimony that maternal and child health services have suffered under block grant provisions. Testimony given before the committee also concerned: (1) the administrative structure of maternal and child health programs within the Department of Health and Human Services, funding issues, priorities for set-aside monies, and the need for a common database for assessing the effects of the block grant approach; (2) efforts of MCH block grant programs to improve the health of mothers and children, including children with chronic illness or disability; (3) results of a study by the Urban Institute of implementation of the MCH block grant by 18 states, indicating that states have remained committed to MCH services but have made changes in priority of programs; (4) the desire of county officials to be involved in the block grant planning process; (5) cuts in funding by states and the effect of inflation; and (6) the experiences of Arkansas, Colorado, Illinois, and New York with the MCH block grant. Positions of several concerned agencies and organizations are also included in the record. (RH)

ED 261 764 PS 015 182

Policy Conference on Young Children: Conference Summary (Anchorage, AK, November 18-20, 1984).

Alaska State Legislature, Juneau.

PUB DATE- Nov 84
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Proceedings (021)
DESCRIPTORS- *Child Abuse; Child Caregivers; Child Neglect; Delivery Systems; *Early Childhood Education; Educational Quality; *Policy Formation; *Quality Control; State Action; State Programs; *State Standards; *Statewide Planning; Training
IDENTIFIERS- *Alaska; Perry Preschool Project

The conference described addressed a wide range of key issues affecting young children and families; namely, child abuse, quality in pre-elementary programs, and responsibility for delivery of services. The document summarizes the policy issues identified by attendees of the 16 workshops and the addresses of the three major speakers (Dr. Donald C. Bross, Dr. David Weikart, and Dr. Shirley Moore). Presentations specifically include the following topics: the national trends in child abuse and neglect, the 19th year longitudinal study of the Perry Preschool Project and the "pay off" for Alaska from early childhood education, and the quality of early childhood education programs. Considered an accurate statement of statewide concerns, the booklet will be used as a planning tool by Alaska state legislators and the administration. (DST)

DOCUMENT RESUME

ED 261 765 PS 015 183

A Compilation of Federal Education Laws. Volume II--Elementary and Secondary Education, Education of the Handicapped, and Related Programs as Amended through December 31, 1984.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- Dec 84

NOTE- 370p.; Prepared for the use of the Committee on Education and Labor, House of Representatives. For other volumes, see ED 256 239 (volume III) and ED 253 753 (volume IV).

LANGUAGE- English

EDRS Price - MF01/PC15 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Adult Education; *American Indian Education; *Disabilities; *Educational Legislation; Elementary Secondary Education; *Federal Legislation; Immigrants; *Public Libraries; *Refugees

The second of four volumes, this document compiles federal laws concerning elementary and secondary education and related programs, as amended through December 31, 1984. Organized in seven parts, contents specifically focus on elementary and secondary programs, education and training of the handicapped, Indian education programs, refugee and immigrant education, adult education, additional programs to improve elementary and secondary instruction, and public libraries and other public property. Statutes contained in the volume include the: Snyder Act of November 2, 1921; Johnson-O'Malley Act of April 16, 1934; Adult Education Act; Allen J. Ellender Fellowship Program; Bilingual Education Act; Developmental Disabled Assistance and Bill of Rights Act, Section 204; Education Amendments of 1978, Title XI, Indian Education; Education Consolidation and Improvement Act of 1981; Education for Economic Security Act; Education of the Handicapped Act; Elementary and Secondary Education Act of 1965; Emergency Immigrant Education Act of 1984; Federal Property and Administrative Services Act of 1949; Gallaudet College Act; Human Services Reauthorization Act (Title IX); Indian Education Act; Indian Education Assistance Act; Indian Elementary and Secondary School Assistance Act; Indian Self-Determination and Education Assistance Act; Kendall School Act; Library Services and Construction Act; Model Secondary School for the Deaf Act; National Commission on Libraries and Information Sciences Act; National Technical Institute for the Deaf Act; Omnibus Budget Reconciliation Act of 1981, Section 505; Public Law 95-134 (Consolidation Grants to Insular Areas); Public Law 815, 81st Congress (Impact Aid); Public Law 874, 81st Congress (Impact Aid); Refugee Education Assistance Act of 1980; and Women's Educational Equity Act of 1978. (RH)

ED 261 766 PS 015 184

Health and the Environment: Miscellaneous--Part 7. Hearings before the Subcommittee on Health and the Environment of the Committee on Energy and Commerce. House of Representatives, Ninety-Eighth Congress, Second Session (May 31, 1984; August 3, 1984; and August 6, 1984).

Congress of the U.S., Washington, DC. House Committee on Energy and Commerce.

PUB DATE- 85

NOTE- 881p.; Some pages contain small, broken print and may not reproduce well.

LANGUAGE- English

EDRS Price - MF06/PC36 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Accident Prevention; *Consumer Protection; *Federal Legislation; Hearings; *Parks; Recreational Facilities; *Safety; *Toys

IDENTIFIERS- *Amusement Parks; *Animal Traps; Congress 98th; Consumer Product Safety Commission; Toy Safety; Trapping

In these hearings consideration was given to: the Toy Safety Act of 1984, House Resolution (H.R.) 5630 (May 31, 1984); H.R. 1797, concerning steel-jaw leghold traps (August 3, 1984); and House Resolutions concerning amusement park safety (H.R. 5788, 5790, and 5982 (August 6, 1984). The Toy Safety Act of 1984 amends the Federal Hazardous Substances Act to enable the Consumer Product Safety Commission (CPSC) to quickly recall dangerous toys and other articles used by children. The Act authorizes the CPSC to give public notice about any toy posing a substantial risk to children and empowers the agency to order the toy manufacturer to repair, replace, or give a refund for the hazardous toy. Testimony concerns examples of recalled products and possible amendments to the Act. H.R. 1797 would prohibit shipment in interstate commerce of any fur taken from an animal caught in a steel-jaw leghold trap, prohibit export or import of such furs, and impose fines and prison terms for violation of the legislation. Legislation concerning amusement park safety would restore jurisdiction of the CPSC over the rides located in amusement parks. H.R. 5788, 5790, and 5982 respectively, amend the Consumer Product Safety Act to make that Act applicable to amusement devices permanently fixed to a site, to strengthen the authority of the CPSC over amusement devices, and to strengthen the authority of the CPSC over amusement parks. (RH)

ED 261 767 PS 015 188

Howard, Lawrence
P300 Latency and the Development of Memory Span.
PUB DATE- 28 Apr 85
NOTE- 34p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Adults; Age Differences; Children; Classification; *Cognitive Development; *Cognitive Processes; *Memory; *Reaction Time; *Research Methodology; Stimuli
IDENTIFIERS- Brain Activity; Developmental Patterns; Event Related Potentials; *Memory Span; *P3 Latency

The way cognitive, event-related brain potentials (ERPs) can aid in further understanding of memory span change in children is discussed. ERPs are time-dependent changes in electrical activity of the brain (as recorded by scalp electrodes) following the presentation of a physical stimulus through auditory, visual, or somatosensory modalities. The cognitive components which are elicited by the processing demands of the task are relatively independent of the physical character of the stimuli. One of the most studied of the cognitive components is the P300 or P3, elicited by task relevant events. Research findings indicate that people who quickly generate the P3 tend to have a larger memory span at any age, that minimal latency of the P3 is associated with the onset of puberty, and that P3 latency, an age sensitive variable, can serve as an estimate of the time required for stimuli to be identified and classified with respect to task demands. Research further suggests that stimulus identification processes are less efficient among children. In addition, speed of item identification as measured by the P3 has been found to determine the size of memory span, to the extent that early processing is involved. It can be concluded that a significant proportion of the variance of memory span development is tied to the speed of stimulus identification processes and that ERPs provide an important additional metric for analyzing the ontogeny of working memory capacity. (RH)

ED 261 768 PS 015 208

The Anti-Fraudulent Adoption Practices Act of 1984. Hearing before the Subcommittee on Courts of the Committee on the Judiciary. United States Senate, Ninety-Eighth Congress, Second Session on S. 2299, a Bill Entitled the "Anti-Fraudulent Adoption Practices Act of 1984 (March 16, 1984).

Congress of the U.S., Washington, D.C. Senate Committee on the Judiciary.

REPORT NO.- Senate-Hrg.-98-998
PUB DATE- 84
NOTE- 211p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Adoption; *Criminal Law; *Federal Legislation; Hearings; *International Crimes; News Reporting
IDENTIFIERS- *Congress 98th; *Fraud

This hearing provided a forum for witnesses testifying about the Anti-Fraudulent Adoption Practices Act of 1984 (S. 2299) and the issues the bill was designed to address. Testimony focuses on the nature and incidence of fraudulent adoption scams; the need for Federal legislation to address the problem; the experiences of victimized families; problems with international adoptions; background information on the processing of orphan petitions by the Immigration and Naturalization Service; results of FBI investigations; concerns of state child welfare agencies; and the views of the Department of Justice concerning the extent of the problem in the area of adoption and permanent free care, the extent to which existing criminal statutes adequately provide an avenue for prosecution, and the difficulties which the proposed bill, as drafted, presents from a law enforcement perspective. Appended are additional submissions for the record, including a Department of State report detailing major difficulties of inter-American adoption; a country-by-country analysis of inter-American adoption problems drawn chiefly from U.S. Embassy reports; views of agencies, committees, and associations concerning the bill; and numerous articles from South Carolina and Texas newspapers reporting the fraudulent practices and other problems associated with adoption. (RH)

ED 261 769 PS 015 221

Honig, Alice Sterling
Emerging Issues in Early Childhood Education.
PUB DATE- 28 Sep 84
NOTE- 36p.; Paper presented at the Early Childhood Education Conference (Duluth, MN, September 28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Development; Classroom Techniques; Developmental Continuity; *Early Childhood Education; Educational Cooperation; *Educational Objectives; *Educational Practices; Interpersonal Competence; Parent Teacher Cooperation; Political Issues; *Professional Recognition; Prosocial Behavior; *Teacher Education; Teacher Role; Teaching Methods; Theories

Ten emerging issues in early childhood education (ECE) are explored. The first issue has to do with the societal purpose for early childhood education, the second with the problem of whether ECE personnel are professionals. The third issue concerns the conceptual world view that helps educators see what child development is all about. The fourth issue deals with the problem of apportioning professional education with respect to theory learning, research knowledge, and practical application. Issue five revolves around delivery of programs in classrooms and classroom treatment of children. Issue six concerns how children learn. Issues seven, eight, and nine have to do with the interface between ECE settings and public school settings, social skills building in early education, and parent/teacher cooperation, respectively. The final issue concerns the need for ECE personnel to be politically active in support of the profession. Numerous suggestions for educational practice are offered throughout the discussion. (RH)

ED 261 770 PS 015 222

Honig, Alice Sterling

Understanding Children's Behavior in Groups.

PUB DATE- 29 Sep 84
NOTE- 43p.; Paper presented at the Early Childhood Education Conference (Duluth, MN, September 29, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Attachment Behavior; Child Caregivers; Cognitive Ability; *Day Care; Early Childhood Education; *Interpersonal Competence; Language Acquisition; Literature Reviews; Outcomes of Education; Parent Child Relationship; Preschool Teachers; Prosocial Behavior; Punishment; Self Concept; Social Reinforcement; *Teacher Role; *Teacher Student Relationship; *Teaching Methods; *Young Children
IDENTIFIERS- *Behavior Descriptions

This paper emphasizes the need for early childhood teachers to value themselves more highly in order to better their work with young children. The goal of working with children must be to build their self-esteem so they like themselves as human beings. The document (1) reviews research findings that will help teachers make insightful caregiving decisions, (2) describes early learning in group care, and (3) suggests numerous positive discipline techniques. The review of research describes findings concerning attachment, attachment and competence, control and competence, sex differences in early childhood education, factors influencing language development, the relationship between physical punishment and child competence, television and prosocial development, child abuse and the early childhood classroom, and the effects of day care on child development. The discussion of early learning in group care describes the development of object permanence, the understanding of means-ends and causal relationships, classification ability, seriation, and aspects of language development such as functions of early speech productions. Interspersed in the text are suggestions of ways teachers can most appropriately influence young children's development. The discussion of discipline techniques briefly reviews a few books written on the topic and suggests many positive ways of influencing children's behavior. (RH)

ED 261 771 PS 015 227

Ryan, Kathleen; And Others
Environmental Correlates of Optimal Child Development: A Look at the Maternal Social Support System Moderating Levels of Mother/Child Stress and Home Stimulation.
PUB DATE- Apr 85
NOTE- 18p.; Paper presented at the Spring Convention of the Ohio Psychological Association (April, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Development; *Family Environment; High Risk Persons; Infants; Longitudinal Studies; *Lower Class; Mothers; *Social Support Groups; Socioeconomic Status; *Stimulation; *Stress Variables

Pre- and post-natal medical, financial, demographic, and maternal social support data were collected from 220 lower socioeconomic status (SES), "high risk" mothers and their newborn infants. Additional data were obtained later from a subsample of 19 boys and 19 girls between 18 and 24 months of age and their mothers. Mothers ranged in age from 15 to 42 years, with a mean age of 24 and a mean education level of 11.4 years. There were 25 caucasian and 13 minority families in the subsample. Measures administered to participants during 2-hour in-home visits included the Bayley Scales of Infant Development (Motor and Mental), the Maternal Social Support Index, the Inventory of Home Stimulation, the Parenting Stress Inventory, the Shipley Institute of Living Scale - Vocabulary Test, and a demographic questionnaire. Current maternal social support was correlated positively with home stimulation and accounted for the largest portion of the variance, in comparison to race and income at time of birth. Mothers who reported high stress and low support provided significantly lower amounts of home stimulation than families characterized by any other combination of support/stress factors. No significant predictors of Bayley development scores or of cognitive development were found. (RH)

ED 261 772 PS 015 230

Barclay, Ellen J., Comp.; Van der Vynckt, Susan
Easy to Make Teaching Aids for Nutrition Teaching-Learning. UNESCO Nutrition Education Series, Issue 10.
United Nations Educational, Scientific and Cultural Organization, Paris (France). Div. of Science, Technical and Vocational Education.
REPORT NO.- UNESCO-ED/84/WS/89
PUB DATE- 84
NOTE- 132p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Bulletin Boards; Chalkboards; Charts; Demonstrations (Educational); Developing Nations; Dramatics; Educational Games; Health Activities; *Health Education; *Instructional Materials; Manipulative Materials; *Nutrition Instruction; Puzzles; *Resource Materials; Student Developed Materials; Teacher Developed Materials

This issue of the UNESCO Nutrition Education Series presents a sampling of ideas for teaching aids created from experiences in developing countries and is representative of materials currently Being compiled for Volume IV of the UNESCO Resource Pack for Nutrition Teaching-Learning, "Easy to Make Teaching Aids for Nutrition Teaching-Learning." The selection of easy-to-make teaching aids is designed for persons interested in trying out innovative ways to promote effective nutrition teaching and learning. Instructions for animating teaching and stimulating learners to explore the important problems and issues of nutrition and health are provided. Although learner levels, teaching expertise, educational and cultural environments, and resource availability will differ from area to area, the materials included can be adapted easily to meet specific teaching-learning needs. The selection of teaching aids includes: flannel boards and flannelgraphs; flip charts; flash cards; posters; bulletin boards; chalkboards; cardboard boxes; educational games; puzzles; drama; demonstrations; tools; and common recipes for paint, clay, and other materials. An initial explanation of the role of teaching aids and suggestions for preparing teaching aids are also provided. (DST)

ED 261 773 PS 015 232

Freis, Ruth; Miller, Miriam
Vender/Voucher Systems: A Parent Selected Child Care Subsidy Program That Works.
Freis & Miller & Assoc., Livermore, Calif.
PUB DATE- Sep 84
NOTE- 23p.
AVAILABLE FROM- Freis & Miller & Associates, 1520 Catalina Ct., Livermore, CA 94550 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Day Care; Early Childhood Education; *Educational Quality; Educational Vouchers; *Financial Support; Models; Program Descriptions; *Public Policy; *School Choice; *Standards
IDENTIFIERS- *Day Care Vendor Voucher System; Subsidized Child Care Services

The vendor/voucher, or purchase of service, system for child care delivery is discussed as a logical model for communities which are looking for a method of developing a new system or have outgrown their current program. Discussion initially focuses on the increasing need for child care, cost/benefit aspects of child care, the regulation of child care programs, and current policy and the need for changes in policy. Subsequently, the vendor/voucher model is described and quality indicators specific to vendor/voucher systems are indicated and discussed (including regulations, sufficient and stable funding, parental choice, and increasing the quality of care in the community). Concluding remarks suggest ways of obtaining additional funding and the attractiveness of the vendor/voucher system to employers. (RH)

ED 261 774 PS 015 249

Media Violence. Hearing before the Subcommittee on Juvenile Justice of the Committee on the Judiciary. United States Senate, Ninety-Eighth Congress, Second Session on Oversight on Alleged Media Violence as It May Affect Children (October 25, 1984).

Congress of the U.S., Washington, D.C. Senate Committee on the Judiciary.

REPORT NO.- S.-Hrg.-98-1283
PUB DATE- 85
NOTE- 125p.; Many pages contain small print.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Aggression; Fantasy; Hearings; Legislation; Lobbying; *Mass Media; *Mass Media Effects; Research Problems; Sex Bias; *Television Viewing; *Violence; *Young Children
IDENTIFIERS- Congress 98th; Sexual Exploitation

This hearing addresses the topic of violence in media as it may affect children. Testimony given concerns ways television influences preschool children's play behavior and classroom activities, positive and negative effects of television on children, the causal link between television violence and children's aggressive behavior inadequacies of television research, and ways of improving research on television's social effects. Included in the report is the text of suggested legislation entitled the "Response Time for Violent Promotions Act of 1983," an act to amend Part I of Title III of the Communications Act of 1934 by providing time for public service messages warning viewers of potentially harmful effects of viewing televised violence. Appended are studies dealing with (1) the influence of television on sexist attitudes, viewer conceptions of reality as related to demographic variables and viewing time, and the political response to efforts to reduce exploitive content; and (2) the role of fantasy in the response to television. A list of Journal of Communication articles on sex and violence in the mass media along with numerous tables of detailed longitudinal data on violence, programs, and networks are included in the appended material. (RH)

ED 261 775 PS 015 250

Burkett, Linda Padou
Parenting Behaviors of Women Who Were Sexually Abused as Children: A Work-in-Progress Report of a Multi-Method, Multi-Trait Inquiry.
SPONS. AGENCY- Minnesota Univ., Minneapolis. Graduate School.
PUB DATE- Oct 84
NOTE- 25p.; Paper presented at the Annual Meeting of the National Council on Family Relations (San Francisco, CA, October 16-20, 1984). Funding also from a grant from F.R. Bigelow Foundation, St. Paul, MN.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Family Problems; Family Structure; Interviews; *Mothers; Observation; *One Parent Family; *Parent Background; *Parent Child Relationship; *Parenting Skills; *Sexual Abuse; Social Behavior
IDENTIFIERS- Multiple Measures Approach; Social Interaction

A multi-method approach involving observations, interviews, and parental self-reports of family behavior, was developed to investigate the parenting behaviors of mothers who either had been or had not been sexually abused in their families when children. Of the 20 families with mothers who had been abused, 10 were two-parent and 10 were single-parent, mother-headed families. All families in the study had at least one child between 5 and 10 years of age. Nearly all of the families were or had been in therapy for personal reasons. It was hypothesized that, in comparision with non-abused mothers, mothers who had been abused would exhibit (1) more enmeshed and controlling behaviors toward their children; (2) less sensitivity and responsiveness to signals from the child about the child's own needs; (3) more emotional dependence on the child as a caretaker and as the mother's primary interpersonal relationship; (4) more rigidity in their patterns of parenting behaviors; and (5) more likelihood of showing seductive behaviors, as defined by Sroufe and Ward (1980). Discussion of incompletely analyzed data points out aspects of family interaction and explores the impression that previously abused mothers either were struggling with depression, chemical abuse, and despair, or were caught up in a smothering, over-controlling, enmeshed kind of pseudo-nurturing. (RH)

ED 261 776 PS 015 255

Murphy, Georgene M.
Nonpromotion of Primary Grade Students: A Teacher's Guide.
PUB DATE- Jun 85
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Annotated Bibliographies; *Elementary School Students; Glossaries; *Grade Repetition; Guidelines; Literature Reviews; Primary Education; *Student Needs; Student Promotion; *Teacher Responsibility
IDENTIFIERS- *Social Promotion

This teacher's guide reviews the literature on grade retention and promotion to help teachers make decisions concerning students in the primary grades. A brief introduction provides a statement of the problem; outlines the purpose, organization, and limitations of the study; and presents a glossary. Annotated citations for 34 studies are subsequently offered, and findings are summarized. The research was found to be inconclusive as to advantages or disadvantages of nonpromotion; however, cautions are issued against indiscriminate retention. Recommendations are made for selective retention, pupil identification, and retention decision procedures. (RH)

ED 261 777 PS 015 258

Strayer, Janet
Children's Knowledge of the Situational Determinants of Emotion.
PUB DATE- Jun 85
NOTE- 12p.; Paper presented at the meeting of the Canadian Psychological Association (Halifax, Nova Scotia, Canada, June 6-9, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; Cognitive Ability; *Elementary School Students; Emotional Experience; *Emotional Response; *Knowledge Level; *Preschool Children; Primary Education; *Sex Differences
IDENTIFIERS- Coding; *Context Effect

A total of 22 girls and 22 boys nearly equally divided between preschool and second-grade levels were asked to give three responses to each of 20 questions concerning what could make them--a same-sex child, an opposite-sex child, and an adult--feel happy, sad, angry, afraid, or surprised. Responses were feel happy, sad, angry, afraid, or surprised. Responses were coded into seven categories: material goods, fantasy, interpersonal themes, environmental events, achievement themes, food, and animals. Findings indicated that interpersonal themes and environmental events were used significantly more than other themes, whereas achievement themes were used significantly less than others. Interpersonal themes were used significantly more often than other categories as explanations for anger and sadness. Impersonal contexts were used significantly more than other categories to explain happiness and surprise. Contextual explanations involving animals were used significantly more than other emotions to explain fear, and food was used most to explain happy feelings. Older children used more interpersonal and achievement themes than did preschoolers. Girls used more interpersonal contexts than did boys, whereas boys tended to use more achievement themes than did girls. Preschoolers used more fantasy explanations for fear than did older children. In general, findings only marginally confirmed the expected greater differentiation of contextual categories with age. (RH)

ED 261 778 PS 015 259

Strayer, Janet
Developmental Changes in Nonverbal Affect Expression.
PUB DATE- Apr 85
NOTE- 11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Affective Behavior; Age Differences; *Children; *Emotional Response; *Nonverbal Communication; Sex Differences; Visual Stimuli
IDENTIFIERS- Coding; *Facial Expressions

The emotional impact of televised interpersonal dramas was investigated, with specific emphasis being given to age- and gender-related differences in children's spontaneous nonverbal expressive reactions. Participants were 27 female and 22 male children in three age groups: 4-5, 7-8, and 13-14 years. Facial expressions were unobtrusively videotaped in a 45-minute session in which subjects viewed a series of televised vignettes portraying dramatic interpersonal interactions expected to elicit positive (euphoric) or negative (dysphoric) emotional responses in viewers. Variables scored were affect valence, overall affect, and type of affect evoked. Both younger groups displayed significantly more affect than did the oldest group, and mean affect displayed per episode decreased monotonically with age. Furthermore, girls displayed significantly more affect than did boys. Although the mean affect valence displayed for episodes was similar across ages, boys displayed less negative affect than did girls. Gender-related differences were also observed when facial expressions were coded into specific affect categories. The most notable changes with age were decreases in expressions coded as "afraid" and increases in expressions coded as "sad." It was concluded that findings offer support for views of differential socialization of affect with age and according to gender. (RH)

DOCUMENT RESUME

ED 261 779 PS 015 276

Bergstrom, Joan M.
School's Out--Now What? Creative Choices for Your Child: Afternoons, Weekends, Vactions.
REPORT NO.- ISBN-0-89815-131-7
PUB DATE- 84
NOTE- 338p.
AVAILABLE FROM- Ten Speed Press, P.O. Box 7123, Berkeley, CA 94707 ($10.95).
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *After School Programs; *Childhood Interests; *Childhood Needs; Child Rearing; Child Responsibility; Community Programs; Community Resources; *Daily Living Skills; *Enrichment Activities; Home Programs; Individual Development; Parent Role; Safety Education
IDENTIFIERS- *Latchkey Children

The central theme of this book is that parents should be directly involved in structuring their children's out-of-school time. Out-of-school or "free time" offers great opportunities for children to learn from new experiences and to develop, through carefully selected activities, a sense of competence, self-esteem, and achievement. Focus is on the developmental needs of middle childhood, when children are six to twelve years old, and real-life examples and everyday language are used to direct a parent toward understanding and developing his child's interests. Specifically presented are the following chapter titles: "A Child's Life Out of School"; "Parents' Roles and Special Insights" (appeals to parents to trust themselves and express their convictions to their children); "Resources--What Are the Options?" (gives detailed information on searching for resources for activities); "Fostering Independence, or the Other Three R's: Resourcefulness, Responsibility, and Reliability" (offers a view of the child as member of a family); "Protecting Children's Safety" (starts with home safety and moves into the neighborhood); and "Putting It All Together" (includes a section entitled "A False Start Is Not a Flop" for those who fear failure or are easily discouraged. Six appendices list child-serving organizations; resources for computers and children; books about television and children; and books and organizations with information on safety, first aid, and health. (DST)

ED 261 780 PS 015 317

Frost, Joe L., Ed.; Sunderlin, Sylvia, Ed.
When Children Play. Proceedings of the International Conference on Play and Play Environments (Austin, TX, June 29-July 2, 1983).
Association for Childhood Education International, Wheaton, MD.
REPORT NO.- ISBN-0-87173-107-X
PUB DATE- 85
NOTE- 341p.
AVAILABLE FROM- Association for Childhood Education International, 11141 Georgia Avenue, Suite 200, Wheaton, MD 20902 ($35.00, non-ACEI members; $29.50, ACEI members. Add 10% for shipping and handling in U.S.).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- Behavior; *Children; Cognitive Development; Cognitive Processes; *Equipment; Equipment Standards; *Individual Development; Physical Development; *Play; *Playground Activities; *Playgrounds; Research Utilization; Social Development; Teacher Role

This book is a compilation of 47 wide-ranging papers presented at the International Conference on Play and Play Environments. The introduction reviews both the historical recognition of the value of play by various philosophers and educators and the historical disregard for childhood that has prevailed through the centuries, particularly in emerging industrialized nations. An explanation of the mission to promote positive understanding, research, and stimulating play environments is delineated. Specific topics covered include the following: six articles in Part 1 on "Understanding Play"; five articles in Part 2 on "Play, Learning, and Development"; eleven articles in Part 3 on "How Children Use Playgrounds"; ten articles in Part 4 on "Trends in Designing and Developing Playgrounds"; four articles in Part 5 on "Indoor Play Environments and Play Materials"; eight articles in Part 6 on "The Role of Adults in Promoting Play"; and three articles in Part 7 on "Play as an Assessment Tool." (DST)

ED 261 781 PS 015 318

Donaldson, Morag Lennox

Children's Explanations of Actions: A Psycholinguistic Study.

PUB DATE- Sep 84
NOTE- 8p.; Paper presented at the Meeting of the British Psychological Society (Lancaster, England, September 14-17, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adults; Age Differences; *Cognitive Ability; Foreign Countries; *Form Classes (Languages); *Language Skills; Psycholinguistics; *Young Children
IDENTIFIERS- *Causal Inferences; Cause Effect Relationship; England; *Intention

Questions and sentence completion tasks were used to investigate the ability of twenty-four 5-year-old and an equal number of 8-year-old children to explain actions in terms of intentions. When the children were given information about an action and a result, they were able to infer that the reason for the action was the agent's intention to achieve the result. They were also able to maintain a distinction between reasons and results, and to mark this distinction linguistically. The implications of the findings are discussed both in relation to children's cognitive abilities (e.g., their understanding of causality) and in relation to their linguistic abilities, especially their understanding of "because" and "so." (Author/RH)

ED 261 782 PS 015 320

Lewis, Charlie
Men's Involvement in Fatherhood: Historical and Gender Issues.
PUB DATE- Sep 84
NOTE- 22p.; Paper presented at the Meeting of the British Psychological Society (Lancaster, England, September 14-17, 1984). Document contains light type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Development; Family Life; *Father Attitudes; *Fathers; Parent Child Relationship; *Parent Responsibility; *Parent Role; Sex Differences; Sex Role; *Social Change; *Sociocultural Patterns
IDENTIFIERS- *England

The belief that fathers are becoming more involved in family life has filtered into psychological accounts of child and adult development. The "emergent" view recognizes the social changes which men are undergoing and claims that men are becoming more involved domestically. Yesterday's absentee father is being replaced by a man involved both practically and emotionally. The paper looks at this perspective and assesses whether any real increase in paternal involvement in domestic life can be measured. Two methods are used: (1) asking men to compare their own parenting roles with those of their fathers and (2) comparing data collected in studies on fathers in previous generations with that obtained in recent studies. Both methods involve methodological problems. Also a gap appears between fathers' descriptions of change and evidence to support their claims. Narrations of actual interviews with fathers are given, as well as tables summarizing the results. It is concluded that the emergent view of fathering is only supported by incidental evidence and that the key issue is not how involved men become in fatherhood, but rather which parent takes responsibility for the child. It can only be inferred that parenthood is different these days and that any comparisons between generations must take into account both the social context in which parenting takes place and the possible variations in paternal involvement over the life-span. (DST)

Setting Policy for Young Adolescents in the After-School Hours. Proceedings of Conference (Carrboro, North Carolina, November 11-13, 1984).

North Carolina Univ., Chapel Hill. Center for Early Adolescence.

PUB DATE- 85
NOTE- 100p.

AVAILABLE FROM- Center for Early Adolescence, Suite 223, Carr Mill Mall, Carrboro, NC 27510 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adolescents; After School Centers; *After School Programs; Child Abuse; Child Advocacy; *Daily Living Skills; Employed Parents; *Parent Responsibility; Policy Formation; *Preadolescents; School Age Day Care; Social Problems; Youth Problems; Youth Programs
IDENTIFIERS- *Latchkey Children; *North Carolina

This booklet records a series of conference presentations and group discussions about a growing problem in the United States: the increasing number of young adolescents in the 10- to 15-year age range who do not have adult supervision after school. Participants identified current program initiatives, policy barriers to increasing and improving after-school opportunities in the public and private sectors, and promising policy recommendations at the local, state, and national levels. Topics covered include the following: (1) statistics on studies investigating the extent of lack of adult supervision for adolescents after school, (2) the nature of the risks involved for unsupervised adolescents, (3) youth problems and social issues resulting from the lack of after-school services, and (4) effective youth programs developed by various agencies and organizations around the country. (DST)

Ochiltree, Gay; Amato, Paul

The Child's Eye View of Family Life: A Report to Respondents in a Study Conducted in Victoria in Late 1982 and Early 1983.

Institute of Family Studies, Melbourne (Australia).

REPORT NO.- ISBN-0-642-07479-8
PUB DATE- Apr 85
NOTE- 85p.
AVAILABLE FROM- Institute of Family Studies, 766 Elizabeth Street, Melbourne, 3000, Australia ($10.00 in Australian funds).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Childhood Attitudes; *Children; Family (Sociological Unit); Family Environment; *Family Life; *Family Problems; Family Relationship; Fathers; Friendship; Mothers; Nuclear Family; One Parent Family; *Parent Child Relationship; Stepfamily
IDENTIFIERS- *Australia (Victoria)

Marriage and the family traditionally have been structured around the key functions of the nurturing and socialization of children. This report looks closely at how effectively and competently various family types manage these tasks. Containing a brief overview of the "Australian Children in Families Study," this report concentrates on the child's view of family life, on how he or she uses the family as a resource and a base from which to control the environment. Past research on children and their families has frequently been more concerned with parents' views than with the views of children, who were seen as too difficult to talk with, too immature, and too easily upset to make worthwhile contributions to knowledge in this area. This report bypasses these research limitations through development of interview testing questions that use the "children's language" rather than adult researchers' terminology. The report highlights the importance of both parents to every child's well-being. Following a detailed explanation of the research methodology and a summary of the main findings, actual narratives from children and compilations of findings in each of the following areas are described: how children see their parents, how children feel when their parents separate or divorce, how children feel about "access" parents (separated or divorced parents who have visiting arrangements), children's relationships within the family, family changes, how families are organized, family conflict and family cohesion, children's friendships, juvenile delinquency, children's outside interests, children's views on school, television viewing habits, and job expectations. (DST)

ED 261 785 PS 015 330

Bam, Edna E.
Child Rearing in Lesotho: Some Aspects of Child Rearing in the Teyateyaneng Area.

PUB DATE- 84
NOTE- 83p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Beliefs; Birth; *Child Rearing; Contraception; *Cultural Influences; Developing Nations; Educational Background; *Family Life; Family Size; Infants; Mother Attitudes; *Mothers; *Parent Child Relationship; Pregnancy; *Socialization; Traditionalism; Tribes; Young Children
IDENTIFIERS- Breastfeeding; *Lesotho

This study presents first-hand information on aspects of the developmental process during the first five years of life in rural Teyateyaneng in Lesotho, a small country surrounded by the Republic of South Africa. Implicit in the study is the assumption that a relationship exists between informal education at home and formal education at school. The data were compiled in structured interview settings with thirty mothers. Using descriptions and narrations, the study examines the influence of taboos, beliefs, indigenous cultural influences, and differences in mothers' educational background on: practices in childbirth, breastfeeding, weaning, birth control, and pregnancy; preferred family size; child sex preference; home births and hospital births; and child care during infancy and the early childhood years. Traditional child rearing practices are described, particularly the socialization of the child into Sesotho (the language of Lesotho) culture and differences in methods used by educated and uneducated mothers. Based upon the data collected, the study hypothesizes that the education of the mother has no substantial influence on the methods of child rearing. This hypothesis may be attributable to the following factors: (1) the present generation of mothers has been reared in homes in which cultural practices were strictly observed by mothers with lower educational backgrounds; (2) the rurality of the Teyateyaneng area is a representative setting for tribal society and for the conscious or unconscious continuity of traditional practices; and (3) the type of education the mothers have had. (DST)

ED 261 786 PS 015 334

Maas, Frank, Ed.; Sach, Susan, Ed.
Community Based Services for Children and Families.
Institute of Family Studies, Melbourne (Australia).
REPORT NO.- ISBN-0-642-8692-9
PUB DATE- Dec 84
NOTE- 192p.
AVAILABLE FROM- Institute of Family Studies, 766 Elizabeth Street, Melbourne 3000, Australia ($10.00 in Australian currency).
LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070) Collected Works - Proceedings (021)
DESCRIPTORS- *Children; *Community Services; Family Life; *Family Programs; Foreign Countries; Policy Formation; *Public Agencies; *Public Policy; Social Influences; Social Problems; Social Services; *Social Support Groups; Well Being
IDENTIFIERS- *Australia

This publication is an edited record of a series of public seminars held between June and October of 1983. The seminars, entitled "Community Based Services for Children and Families," were based on two policy background papers commissioned by the Institute of Family Studies (ISF) on the topics of family support and children's services. The book is divided into two sections: the first section includes five commissioned papers and reports of the Institute's research. Topics covered include issues confronting the localization of services to children and families; social support and access to resources in an Australian community; and case studies of families' access to and use of support networks. Section 2 contains the papers given by politicians, government officers, and community representatives which are relevant to six states throughout Australia (Sydney, Melbourne, Tasmania, Adelaide, Perth, and Darwin). Topics cover a broad range of perspectives on local concerns and approaches to community based services, social problems, and policy formation for children and families. Emphasis is placed on policies and services currently implemented in each locality. (DST)

ED 261 787 PS 015 337

Copeland, Anne P.
Some Parameters of Risk Following Parental Divorce.
PUB DATE- Apr 85
NOTE- 11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985). The document contains broken type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); Age Differences; *Divorce; *Family Characteristics; Family Problems; Health; *Individual Characteristics; Job Satisfaction; Longitudinal Studies; *Mothers; Sex Differences; Stress Variables; Well Being; *Young Children

Discussed are family and child characteristics related to mild adjustment problems following separation and divorce. Data were obtained in a longitudinal study of 120 families with children 6 through 12 years of age. While children in the sample were not very disturbed, data indicate that the "well-being" of children and mothers was better after the first post-separation year. Analysis of mother-child interaction corroborated the finding of improvement after the passage of a year. Children with problems at Year 1 tended to have problems at Year 2. At Year 1, mothers with healthier scores on the Positive Affect and Health measures rated their children as being more psychologically adjusted than did mothers with less healthy scores. Data from mothers, children, and teacher agreed that mothers who still had problems in Year 2 had children who were similarly affected. Mothers who were more satisfied with their work reported more positive adjustment than did less satisfied mothers, and mothers in higher level jobs had children with fewer physical health symptoms. Interparent conflict affected children negatively when the divorce had not been heard in court by the time of the second year assessment. Children's age and gender were found to be related to the types of relationships children had with their mothers, suggesting that children's age and gender may draw out different interactions with their mothers and that these interactions may differentially affect adjustment directly. (RH)

ED 261 788 PS 015 341

The Path to a Larger Life: Creating Kentucky's Educational Future.
Prichard Committee for Academic Excellence, Lexington, KY.
PUB DATE- 85
NOTE- 185p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administration; *Classroom Environment; Community Colleges; Community Involvement; Curriculum Development; Day Care; Early Childhood Education; *Educational Finance; *Educational Improvement; *Educational Needs; *Educational Objectives; Educational Planning; Elementary Secondary Education; Higher Education; Preschool Education; *Professional Development; Teacher Education; Vocational Education
IDENTIFIERS- *Kentucky

Intended as a plan for action, this report provides a wide array of recommendations for improving the education of children and adults in Kentucky. Chapter I discusses teachers and teaching in terms of classroom and school conditions for teaching, continuing professional growth and development, professional advancement and evaluation, and teacher education. Chapter II is concerned with the reconsideration of goals and curriculum and offers suggestions for reforming high school learning, extracurricular activities and athletics, school flexibility and incentives, and adult illiteracy. Chapter III focuses on leadership and governance, including evaluation and certification for administrators and principals. Chapter IV explores programmatic ways of preventing the social consequences of inadequate education and of responding to the conditions and needs of students. Chapter V briefly discusses indicators of school effectiveness for community use in school evaluation activities. Chapter VI offers recommendations for the future development of vocational and community college education, and Chapter VII explores ways to finance the improved educational program. Appendix A lists and describes indicators of effective schools, particularly student achievement, school and classroom environments, school leadership, comprehensive planning, career placement and further education, and community environment. Appendix B provides estimates of Kentucky's economy in the 1990s. (RH)

ED 261 789 PS 015 342

Status of Day Care in Canada, 1984: A Review of the Major Findings of the National Day Care Study, 1984 = Situation de la garde de jour au Canada, 1984: Revue des principales conclusions tirees de l'etude nationale menee en 1984 sur la garde de jour.

National Day Care Information Centre, Ottawa (Ontario).

SPONS. AGENCY- Department of National Health and Welfare, Ottawa (Ontario).

PUB DATE- 84

NOTE- 46p.; For 1983 report, see ED 259 823.

LANGUAGE- English; French

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Age Groups; Children; Comparative Analysis; *Day Care; Day Care Centers; Early Childhood Education; Employed Parents; Employed Women; *Enrollment Influences; *Enrollment Trends; Family Day Care; Financial Support; Foreign Countries; National Surveys; Preschool Children; Private Financial Support

IDENTIFIERS- *Canada

Intended to give Canadians a general overview of the country's day care services, the study was undertaken by the Social Service Programs Branch, Health and Welfare, Canada. Begun in 1971 and updated yearly since 1973, the national survey provides an inventory of day care spaces which can be used to measure future growth in day care and to evaluate the impact of any new initiative of the federal government in the day care field. In addition to examining the annual rate of growth of day care spaces, each Status of Day Care report compares the number of full-time day care spaces to the number of children of mothers in the labor force to determine if the rate of growth is keeping pace with the entry of mothers with preschool children into the labor force. Areas of study include the following: age groups served by day care programs in both day care centers and family day care homes; public, non-profit, and commercial sponsorship of day care centers; comparison of number of spaces available with sponsorship of center; interprovincial comparison of day care spaces; number of children in day care within various age groups (including 0-17 months, 18-36 months, 3-6 years, and 6-13 years). Tables provide a comparison across various years of the study and reveal increases in services. Changes in age criteria used in the study and estimations of ages by some provinces create some problems in the reliability of findings from the study. (DST)

ED 261 790 PS 015 346

Wang, Alvin Y.; Richarde, R. Stephen
Generalized Metacognitive Training in Children.
PUB DATE- Mar 85
NOTE- 12p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Boston, MA, March 21-24, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *Elementary School Students; *Learning Processes; *Learning Strategies; *Metacognition; Primary Education; *Training; *Transfer of Training
IDENTIFIERS- Cognitive Research

Aiming to show that improved learning can take place when children use self-monitoring and evaluation skills, this study represents a relatively new approach toward helping children "learn to learn." Among 60 second grade students, two questions were explored: (1) Is it possible that with proper training young children who ordinarily do not monitor their cognitive activities can be encouraged to do so? and (2) If metacognitive training is feasible, will these newly acquired self-observing skills enable children to select an effective learning strategy when faced with different learning tasks? Training consisted of "playing games" in several ways, one of which was clearly superior to the others. Throughout the course of game playing, experimental subjects were prompted to monitor their performance and evaluate the effect different ways of playing had on the outcome of the game. Findings indicated that: metacognitive training is a feasible and productive technique for improving learning performance in young children; second graders can readily generalize newly acquired metacognitive skills from a game such as circle drawing to another involving paired associates learning; and second graders may not be able to maintain their newly acquired memory-monitoring abilities for a period of 2 weeks. (Author/RH)

ED 261 791 PS 015 347

Troll, Lillian E.
Family Networks of Adults of Three Generations.
PUB DATE- 25 Apr 85
NOTE- 15p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Emotional Experience; *Family Life; *Family Relationship; Fathers; *Friendship; Grandchildren; Grandparents; *Individual Needs; Mothers; Parent Child Relationship; *Social Support Groups; *Well Being
IDENTIFIERS- *Cross Generational Studies

The first point made in this presentation concerns the character of basic human needs, in relation to social groups and intimate relationships. Marjorie Fiske's report (1968) of the importance of confidants to the well-being of older persons has been replicated abundantly, but intimacy and confidants are not all people need. Older persons may also need help with money or caretaking when ill. Although grandparents continue to monitor their children and grandchildren, ready to jump in when needed, older people are glad to get on with their own lives among their peers. A review of recent gerontological caretaking research should convince readers that the best way to grow old is along with a spouse, preferably a wife. Most men use their wife or lover as their confidant. Most women turn to another woman, sometimes kin, sometimes not. In addition to friends or confidants, individuals need a community if they are to find life worth living. The second point for discussion illustrates how intimate relationships affect health and emotional well-being in extended families consisting of three generations. Poor health is related significantly to lowered happiness (not increased distress) for both men and women of the oldest generation. The effect of their perceived health status on the affect of their adult children and grandchildren, however, is much less profound. Their middle-generation daughters' happiness does not seem to be affected but distress level is higher; middle-generation sons shows no affect. (RH)

ED 261 792 PS 015 348

Wasem, Leighton

Estimates of Eligible Illinois Children Served and Not Served by Headstart.

Illinois State Board of Education, Springfield, Dept. of Planning, Research and Evaluation.
PUB DATE- Jan 85
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Compensatory Education; Disadvantaged Youth; Eligibility; *Enrollment; Enrollment Rate; *Enrollment Trends; Family Income; Federal Programs; *Preschool Children; *School Statistics; State Surveys
IDENTIFIERS- *Illinois; *Project Head Start

This report presents information about the number of eligible preschool children being served and not being served by Head Start programs in the state of Illinois. Four criteria used in determining eligibility for Head Start programs are reviewed: (1) family income, (2) age, (3) handicapping condition, and (4) need. Several tables provide data and estimations of enrollment and children being served. These are as follows: 1984 Head Start Family Income Guidelines; Illinois Head Start Funded Enrollment by Grantee October 1, 1984; Estimates of Eligible Illincis Children Served and Not Served by Head Start, December, 1983; and Statewide Estimates of Eligible Illinois Children Served and Not Served by Head Start. In summary, during the 1983-84 school year program, approximately 71% of eligible children were not served by Head Start, and during the 1984-85 school year program, approximately 69% of eligible children were not served by Head Start. In addition, although the number of children being served by Head Start in 1984-85 was about 1,500 greater than during 1983-84, a substantial proportion of low-income preschool children were still not being served by Head Start. (DST)

DOCUMENT RESUME

ED 261 793 PS 015 349

Implementing Kindergarten in Mississippi: Teacher's Resource Book.
Mississippi State Dept. of Education, Jackson. Bureau of School Improvement.
PUB DATE- 84
NOTE- 752p.; For Administrator's Handbook, see ED 253 303.
LANGUAGE- English
EDRS Price - MF04/PC31 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Activities; Classroom Techniques; Cooking Instruction; *Curriculum; *Educational Equipment; Educational Television; Instructional Materials; *Kindergarten; Kindergarten Children; Language Arts; *Learning Activities; *Learning Centers (Classroom); Mathematics Curriculum; Music Activities; Parent Participation; Physical Education; Program Evaluation; *School Personnel; Science Curriculum; Social Studies; Teaching Guides
IDENTIFIERS- *Mississippi

This lengthy resource book for kindergarten teachers in Mississippi includes 20 substantive chapters. After brief statements of program philosophy and goals, chapters focus respectively on: (1) various roles of school staff members in the implementation of the kindergarten program; (2) characteristics of children 4 to 6 years of age including those with special needs; (3) a learning center approach to structuring the indoor environment and criteria for the playground; (4) curriculum planning and design; (5) equipment and materials for learning centers; (6) guidelines for program assessment; (7) parents in the learning process; (8) definition of terms; (9) curriculum activities; (10) cooking in the kindergarten classroom; (11) instructional television; (12) physical education; (13) mathematics; (14) art; (15) science; (16) language arts; (17) social studies; (18) music; (19) using learning centers in the kindergarten classroom; and (20) classroom management. Also included are requirements for elementary and nursery-kindergarten certificates and general education requirements for elementary teachers K-3 and K-8; checklists for evaluating indoor and outdoor environments; a list of commercially available kits for instruction in the basic curriculum areas; a review of screening and standardized testing instruments, along with sample checklists;

resource lists for parents, administrators, and teachers; an annotated list of instructional television programs for primary school students; patterns for worksheets; and words and melodies for numerous songs. (RH)

ED 261 794 PS 015 351

Pancrazio, Sally Bulkley; And Others
Early Childhood Education Policy Study: An Overview and Policy Statement.
Illinois State Board of Education, Springfield.
PUB DATE- Apr 85
NOTE- 69p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Board of Education Policy; Day Care; *Early Childhood Education; *Educational Policy; Kindergarten; *Preschool Education; Primary Education; *Program Effectiveness; Program Evaluation; Questionnaires; School Age Day Care; State Surveys
IDENTIFIERS- *Illinois

This study was conducted to learn whether the benefits of early childhood education would be sufficient to cause the State of Illinois to either support or require the provision of such services. Primary attention is given to: (1) the education of non-handicapped children between birth and entrance into first grade, and (2) those programs and services which influence the primary education continuum of instruction. National socio-economic trends and social influences are described in relation to the current status of Illinois' early childhood education in pre-kindergarten and kindergarten programs. The study of pre-kindergarten programs addresses the following topics: the kinds of pre-kindergarten programs and services provided and numbers of children served; their effectiveness; and identification of potential clients. The study of kindergarten programs examines the following topics: enrollment changes in the last five years; the types of schedules and their effects on children; types of curricula and their effects on children; and use of chronological age to determine compulsory attendance and entrance eligibility. In addition to a listing of state and federal initiatives and a summary of findings, an appendix provides a sample copy of the Early Childhood Education Program Survey Instrument used in 1984 to obtain baseline data on programs and to assess opinions of principals regarding early childhood education issues. A pamphlet describing the State Board of Education Policy Statement on early childhood education is also given. (DST)

ED 261 795 PS 015 354

Pakizegi, B.
Internalization of Sexism, Racism & Classism in Damaged Parenting: A Developmental Dialectical Model.
PUB DATE- Mar 85
NOTE- 22p.; For related documents, see PS 015 355-356. Paper presented at the Association for Women in Psychology Conference (New York, NY, March 21-24, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Child Abuse; Child Neglect; Developmental Psychology; Family Characteristics; Family Influence; Intervention; Lower Class; Parent Background; *Parent Child Relationship; *Parent Counseling; *Psychotherapy; *Racial Discrimination; *Sex Discrimination; *Social Discrimination; Welfare Services
IDENTIFIERS- *Developmental Therapy

This paper examines the relevance of social structure, in terms of class, race, and gender, in the lives of damaged parents of low power positions who abuse or neglect their children. The predominant view in the understanding and treatment of abusive parents stresses the parent's poor childhood experiences and the "intergenerational cycle" of the problem. Despite evidence for the "classlessness" of the problem, maltreating parents seem to be overrepresented in the low power segments of the society. In addition, evidence suggests that mothers, the poor, and ethnic minorities also are overrepresented among maltreating parents. Available data points to a particular psychological profile in these parents, characterized by a sense of powerlessness, low self esteem, isolation, and dependency on welfare services. The effectiveness of individual therapy for abusive and neglectful parents is discussed, and suggestions for use of a developmental dialectical approach to therapy are addressed. Unlike the pschodynamic approach to therapy, developmental dialectics suggests that healing for damaged parents requires not only awareness of past victimization, but also of present social victimization. Several case studies illustrate some of the difficulties when damaged parents seek help from therapists. (DST)

ED 261 796 PS 015 355

Pakizegi, B.
The Developmental Dialectical Approach to Child Abuse & Neglect.
PUB DATE- Mar 85
NOTE- 27p.; For related documents, see PS 015 354-356. Paper presented at the Parenting Symposium (Chicago, IL, March 21-24, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Abuse; *Child Neglect; Intervention; Locus of Control; Lower Class; Middle Class; Models; *Parents; Psychotherapy; *Social Background; *Social Class; Social Support Groups
IDENTIFIERS- *Dialectical Thought; Parent Behavior

A developmental dialectical approach to understanding and working with lower and middle class damaged parents--those identified as abusive and neglectful--has specific features and implications. The approach suggests that (1) the personality characteristics and interpersonal relations of parents are inseparable from their social conditions; (2) characteristics of adequate and damaged parents of lower and middle classes are both product and contributor to the social and material conditions of their classes; (3) poor parents' powerlessness and external locus of control reflects contradictions resulting from the interpenetration of social and psychological structures; and (4) the middle class's internal locus of control is as far from (or as close to) reality as the poor's external locus of control. Dialectics' affirmation of the integrity of levels of systems suggests that all generalizations about social status cannot substitute for knowing the individual and that development and change ensue from contradictions inherent within and between systems. Intervention with low-power-position damaged parents involves clarifying their personal and social victimization. For middle class parents, too, intervention involves clarification of personal victimization and social pressures involved in maintaining social status. Team work, group therapy, and parent support groups should be the contexts of work with damaged parents; therapists should be supportive and affirmative. While healing might be slow and incremental, enough quantitative change will result in a qualitative difference in the parent. (RH)

ED 261 797 PS 015 356

Pakizegi, B.
The Developmental Dialectical Approach to Adaptive & Maladaptive Parenting.

PUB DATE- 85
NOTE- 42p.; For related documents, see PS 015 354-355.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adjustment (to Environment); Case Studies; *Child Rearing; *Intervention; Models; Parent Background; Parent Child Relationship; Parent Counseling; *Parenting Skills; *Psychological Evaluation; Psychological Patterns; *Psychotherapy; Socioeconomic Influences
IDENTIFIERS- Developmental Structuralist Approach; *Developmental Therapy; Ecological Psychology

Several parenting models are discussed in addressing the following premise: we parent the way we have been parented and, thus, parents play out resolved or unresolved childhood conflicts with their children. The following parenting models and their relevant research are reviewed briefly: the psychoanalytic model (emphasizing intrapersonal and interpersonal family dynamics); the social structural model (emphasizing parents' membership in various social, cultural, or economic groups as fundamental to their childrearing practices); and the transactional model (focusing on interactions among family members). Two attempts to integrate these models are described: Bronfenbrenner's ecological model of development and Greenspan's developmental structuralist model. A developmental dialectical approach might usefully integrate the strengths of both models. Next, a hypothetical composite sketch of a maladaptive parent is introduced, and suggestions for intervention using the aforementioned models are given. Next, the main tenets of the developmental dialectical model are outlined, and their relevance to adaptive and maladaptive parenting explained, emphasizing the differences in parenting between socioeconomic classes. Finally, the case study previously presented is directly addressed from a developmental dialectical viewpoint. (DST)

ED 261 798 PS 015 359

Howze, Wendell M.
Inservice Training in Special Education for Classroom Teachers - Kindergarten through Grade 3.
PUB DATE- 85
NOTE- 185p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Cognitive Tests; Disabilities; Guides; *Identification; *Individual Needs; *Inservice Teacher Education; Kindergarten; Peer Teaching; Postsecondary Education; Primary Education; Questionnaires; *Referral; *Special Education; Staff Development; Teacher Attitudes; *Teacher Improvement

A core group of pre-kindergarten through fourth-grade teachers and staff at a private day school were given in-service training to meet the special education needs of students. Training aimed to prepare personnel to identify students with mild handicaps, refer more severely handicapped students for diagnosis, and teach students with special education needs. Staff receiving training were to serve other school personnel as resources. The in-service program aimed to increase participants' knowledge about special education, improve faculty and staff attitudes toward special education in the regular classroom, and lead participants in the development of a program manual for special education. Instruction was provided in 12 training sessions, each 45-minutes in duration, held twice weekly for 6 weeks. It focused on screening procedures and assessment techniques, mental retardation, learning disabilities, emotional disturbance, speech and language disorders, hearing impairment, visual impairment, giftedness, mainstreaming, and a review of current research in special education. In addition, participants were trained to conduct peer training and collegial supervision. Evaluation data indicated that practicum objectives were attained. Appended are instruments used to gather data, a 100-item test of knowledge about special education, outlines of each training session, a summary statement of myths and facts about each exceptional condition, and a general outline of the special education procedures manual. (RH)

ED 261 799 PS 015 360

Desjardins, Margaret M.
Providing Education to Child Care Instructors: Matching Children's Learning Activities to Cognitive Development.
PUB DATE- 85
NOTE- 105p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Child Caregivers; *Child Development; *Cognitive Style; *Day Care; Early Childhood Education; Educational Environment; *Inservice Teacher Education; *Learning Centers (Classroom); Motor Development; Playgrounds; Postsecondary Education; Preschool Children; Preschool Teachers; Staff Development; Teacher Workshops

Child care instructors and their aides at the Good Shepherd Day Care Center, Punta Gorda, Florida, were taught skills needed to develop classroom activities matching the cognitive development of 3- and 4-year-old children. Through a program of in-service activity in child growth and development, instruction was provided to enable teachers to more effectively match learning styles to individual learners. Training also included on-site visits to help set up a stimulating environment. Participants increased their knowledge of child growth and development and their use of learning/interest centers in the classroom setting. Appended to the report are questionnaires used to determine child caregivers' educational levels and instructional practices, to assess caregivers' knowledge of child growth and development, and to evaluate the effectiveness of the workshop series. Also appended are a list of materials recommended for workshops on child growth and development; content outlines of the workshop series; an observation guide for evaluating learning centers; a list guiding caregivers in denoting the values for children of learning/interest center activities; suggested play court patterns; activities promoting motor ability and perceptual-motor development; and reading hints for parents. (RH)

ED 261 800 PS 015 361

Sloane, Risa

Development and Implementation of a Study Guide for a Program of Prenatal, Child Development and Parenting Information Designed for the Practitioner's Use with the Pregnant Teenager.

PUB DATE- May 85
NOTE- 196p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adolescents; Birth; Child Development; Child Rearing; Counselors; Curriculum Guides; Early Parenthood; *Instructional Materials; *Parenthood Education; *Parenting Skills; Pregnancy; *Pregnant Students; Resource Materials; Social Workers
IDENTIFIERS- *Prenatal Care

The goal of this practicum project was to develop a curriculum resource guide for social workers or counselors that addressed the particular needs of pregnant teenagers wishing to continue attendance at their regular schools. The guide, titled "A Facilitator's Guide for Pregnant Students," provides practitioner information concerning prenatal care and childbirth, the newborn child, and child development and parenting, as well as resource lists of films, filmstrips, visual aids, books, manuals and pamphlets, and student handouts. Field testing among practitioners and administrators/directors indicated that the guide was well received and considered valuable. Survey instruments and the guide are appended to the practicum report. (RH)

ED 261 801 PS 015 363

Mead-Fox, Merrill F.; Kralj, Mary M.
Locus of Control and Task Effects in Mother-Son Interactions.
PUB DATE- 22 Mar 85
NOTE- 22p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Boston, MA, March 21-24, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior; Child Rearing; Cognitive Processes; Interaction; *Locus of Control; *Mothers; *Parent Child Relationship; *Sons; Teaching Styles; *Young Children
IDENTIFIERS- *Nowicki Strickland Internal External Scale (Adult); *Nowicki Strickland Internal External Scale (Child); Parent Child Interaction Rating Procedure

This study examines the interaction of mother-son dyads as a function of mothers' and sons' locus of control and the demand characteristics of specific tasks. The subjects were 32 third grade boys from parochial schools in the District of Columbia area and their mothers. They were assigned to internal or external locus of control groups based on a median split of the distribution of their locus of control scores. Subjects were observed as they interacted during a directive and nondirective teaching task and a non-teaching task. Dependent variables that were examined included preference, time to completion, and quality of performance on the teaching task and frequency of positive and negative behavior displayed during the non-teaching task. Results indicated that mothers of external sons preferred the directive over the nondirective task, whereas mothers of internal sons displayed no differences in their level of preference for either task. In addition, external sons were found to require significantly more time to complete the non-directive task than the directive task. With regard to the non-teaching task, external mothers displayed a significantly higher frequency of positive behavior (approval, agreement, and positive affect commands) with internal than with external sons. Implications of these results and recommendations for further research are discussed. (Author/DST)

ED 261 802 PS 015 367

Caruso, David A.

Individual Differences in the Variety of Sensorimotor Schemes Infants Use to Explore Objects: Relationships to Quality of Exploration and Problem-Solving Behavior.

PUB DATE- Jun 84
NOTE- 16p.; Paper presented at the Annual Symposium of the Jean Piaget Society (14th, Philadelphia, PA, June 6-8, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; *Exploratory Behavior; *Individual Differences; *Infant Behavior; *Perceptual Motor Learning; *Problem Solving
IDENTIFIERS- *Piagetian Theory

Infants' exploration of their environment has been considered by Piaget and others to provide a vehicle for cognitive development. Little research, however, has examined in detail what infants actually do while exploring or how exploratory behavior is related to other aspects of cognitive functioning. The present investigation was designed to address both of these issues by studying individual differences in a number of qualitative aspects of exploratory behavior and the relationship of these differences to problem-solving behavior in 1-year-old infants. Forty infants of middle-class parents were observed on exploratory and problem-solving tasks using predetermined behavior checklists to test the hypothesis that infants who use a number of different schemes during exploration will be more likely to solve the structured problem-solving tasks than infants who use fewer schemes. The number of schemes used to explore was found to be positively correlated with both success and sophistication in problem-solving. Also, a number of interesting relationships were found between the number of schemes used and other aspects of exploratory behavior. The results are interpreted in terms of Piaget's analysis of the coordination of schemes in sensorimotor stage four. (Author/RH)

ED 261 803 PS 015 372

Keller, Monika; Edelstein, Wolfgang
Reasoning about Promise-Keeping: The Early Development of Interpersonal-Moral Concern.
PUB DATE- Jun 85
NOTE- 18p.; Paper presented at the Annual Symposium of the Jean Piaget Society (15th, Philadelphia, PA, June 6-8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Developmental Stages; *Interpersonal Relationship; Justice; Longitudinal Studies; *Moral Development; Moral Values; *Preadolescents; Social Cognition; Social Influences; Value Judgment; *Young Children
IDENTIFIERS- Context Effect; *Kohlberg (Lawrence); *Moral Reasoning; Piagetian Theory; Social Interaction

Fifteen boys and 15 girls were interviewed during their seventh, ninth, and twelfth years about a friendship dilemma in which the protagonist had to decide whether to keep a promise given to a friend or to accept an invitation from a third child. Interviews assessed descriptive and prescriptive aspects of the differentiation and coordination of perspectives with regard to various components of social and moral cognition. These components include thinking about: (1) action choice (or choices) and motivating reasons; (2) consequences of the violation of interpersonal-moral obligations for those concerned, including the self; (3) the regulation of such consequences; and (4) the evaluation of action-choices in terms of moral rightness. Three developmental levels of interpersonal-moral awareness were constructed on the basis of these components. Results provide evidence that children's concepts of morality are part of their understanding of actions, persons, and relationships. At the first two levels, the reasons for action and moral evaluation were clearly distinct from those derived in the context of Kohlbergian dilemmas. Marked agreement was found between Kohlberg's Stage 3 reasoning and what was characterized in this study as level 3 interpersonal-moral awareness. (RH)

ED 261 804 PS 015 381

Gottfried, Adele Eskeles; And Others
Maternal Employment and Young Children's Development: A Longitudinal Investigation.
PUB DATE- Aug 85
NOTE- 10p.; Paper presented at the Annual Meeting of the American Psychological Association (Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Birth Order; *Cognitive Development; Demography; *Employed Women; *Family Environment; Infants; Job Satisfaction; Longitudinal Studies; *Mothers; *Preschool Children; *Social Development; Socioeconomic Status; Work Environment

This multivariate, longitudinal study examined the role of mothers' employment with respect to children's cognitive and social development, children's home environment, and mothers' attitudes toward employment. A total of 130 middle class children and their mothers participated. Data on children's cognitive and social development, the home environment, maternal employment status, and family structure variables were collected from the children's first to fifth year of age. When their children were 1 year old, 36 percent of the mothers worked; when children were 5 years old, 56 percent were employed. At the child's fifth year, mothers were questioned regarding their work patterns, attitudes toward work, and perceptions of the influence of their employment on their children's development. Multiple regressions indicated that maternal employment status did not significantly predict children's development or home environment, whereas family structure variables were significant predictors. Mothers' attitudes were favorable, with the majority reporting a positive influence of employment on their child's development and family relationships. These data, in conjunction with previous longitudinal findings on home environment, indicate that the experiences to which children are exposed are important for development, regardless of maternal employment status. Results thus support a favorable view of maternal employment. Public policy implications are suggested. (Author/RH)

ED 261 805 PS 015 402

Schunk, Dale H.
Self-Efficacy Induction through Modeling. Project Report.
SPONS. AGENCY- Spencer Foundation, Chicago, Ill.
PUB DATE- 85
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attribution Theory; Coping; Elementary Education; *Elementary School Students; Grade 4; Grade 5; *Modeling (Psychology); *Peer Influence; Pretests Posttests; *Problem Solving; *Subtraction; Training; Videotape Recordings
IDENTIFIERS- Mastery Model; *Self Efficacy

Examined were the ways peer models affect children's self-efficacy in a cognitive learning context and whether the effects of models vary depending on the sex of the subjects. Subjects were 72 fourth and fifth grade students low in subtraction skills. During pretests subjects indicated the extent to which they thought ability, effort, task characteristics, and luck helped them solve problems correctly; judged their capacity to solve different types of problems; and completed a skills test. Subjects were randomly assigned to one of six experimental conditions: male mastery model, male coping model, female mastery model, female coping model, teacher model, and instructional control (no model). All children in the five model conditions received two, 45-minute treatment sessions over consecutive school days. During the sessions, they observed two videotapes presenting models posing and solving subtraction problems; tapes including peer models differed in sex of model, problem solving behaviors, and verbalizations of achievement beliefs and self-efficacy. Subjects then received 40 minutes of subtraction training and practice for 5 days. Posttests similar to pretests were administered. Results suggest that teachers who incorporate peer models into their classroom instruction may help to promote children's skills and self-efficacy for mastering the skills. Neither type of peer model nor sex of subject significantly affected self-efficacy for learning. Both boys and girls judged themselves more similar to the mastery than to the coping model; for each type of model, boys made higher similarity judgments than girls. (RH)

ED 261 806 PS 015 403

Minet, Selma B.
An Infant/Toddler Program for High Risk Parents and Their Children.
PUB DATE- Mar 85
NOTE- 19p.; Appendix section contained material that has been omitted because of copyright restrictions. Paper presented at the Annual Parenting Symposium (1st, Chicago, IL, March 21-24, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Certification; Child Caregivers; *Child Rearing; *Early Parenthood; *High Risk Persons; *Intervention; *Parenthood Education; *Parenting Skills; Pilot Projects; Program Descriptions; Stress Variables

A pilot program was designed to provide opportunities for a group of high-risk parents to improve their parenting. Specifically, the program provided a center in which teenage mothers could meet, share child-rearing problems, observe their children being cared for by trained personnel, interact with their children, and have opportunities for discussion. Additionally, the program helped high-risk parents eligible under provisions of the Job Training Partnership Act to develop skills necessary for successful infant and early childhood daycare provision and to become licensed caregivers. Program goals included the following: to teach uninformed parents about children's normal growth patterns and individual needs, to develop coping strategies, to enhance parents' self-esteem, and to model nurturant and developmental care. Initial participants were 15 mothers (ranging in age from 15 through 20 years) and 18 children. Discussion focuses on: the purpose of the program; a rationale for parent-child intervention; program characteristics, including the assessment of participants; the planned course of instruction; and experience gained in the first 6 weeks of program implementation. Experience with program participants suggested that the women are in a period of crisis characterized by helplessness and alienation, that they have given up on the system, and that parental patterns are reproduced across generations. (RH)

DOCUMENT RESUME

ED 261 807 PS 015 404

Miller, Michael D.; Ottinger, Donald R.
Influence of Labeling on Ratings of Infants: A Prematurity Prejudice.
PUB DATE- Aug 85
NOTE- 15p.; Paper presented at the Annual Meeting of the American Psychological Association (Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Rating Scales; *Bias; Child Caregivers; *Infants; *Labeling (of Persons); *Premature Infants; Stereotypes; *Student Attitudes; *Undergraduate Students; Videotape Recordings

Two full term and two preterm infants were videotaped while being administered six items from the Brazelton Scale. Infants were assigned alternately the labels "preterm" and "fullterm" and shown to a group of 256 undergraduate students. It was hypothesized that: (1) subjects who view infants labeled as preterm would rate them lower on objective scales of behavioral performance and on subjective scales of infant characteristics; (2) subjects who rate the infant's performance on subjective scales would demonstrate a greater labeling bias than subjects who rate the infant's performance on the objective, behaviorally anchored Brazelton Scale; and (3) subjects who view a labeled preterm would report less confidence in their ability to care for that baby's needs compared to subjects viewing a labeled fullterm infant. Results reveal that subjects demonstrated no influence of label in their ratings of the infants' Brazelton performance or in assessing their confidence in performing various caregiving tasks for the particular infant viewed. However, on global ratings, the labeled preterms were rated as significantly less attentive, less healthy, smaller, more difficult to care for, less enjoyable to interact with, and less sociable. Results are discussed as supporting the existence of a prematurity prejudice. (Author/RH)

RC

ED 261 808 RC 015 293

Reese, E. Rosalie
The Future Is with Us: Servicing the Hearing Impaired Child and His Family in Rural Areas.

PUB DATE- Jun 83
NOTE- 7p.; Paper presented at the Alexander Graham Bell Association Conference (Portland, OR, June 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Communication Disorders; *Communication Skills; Delivery Systems; *Hearing Impairments; Hearing Therapy; *Home Programs; *Intervention; Outreach Programs; Parent Child Relationship; *Parent Education; Parent Participation; Preschool Education; Program Descriptions; Program Design; *Rural Areas; Total Communication
IDENTIFIERS- Utah

Hearing impaired children from birth to age 5 in rural areas throughout the state of Utah are served by a home-based program which trains parents to communicate effectively with their hearing impaired child. The program is based on the following premises: (1) the preschool years are critical for developing communication skills; (2) the home is the most natural and effective setting for intervention with infants and very young children; (3) parents are the most important teachers of communication skills; and (4) intervention should take advantage of daily family activities and spontaneous opportunities for communication in the home. Services are provided by a part-time parent advisor, recruited and trained in each rural area where hearing impaired children reside. Supervision of the parent advisors (all with a minimum of a bachelor's degree in a related field) is provided by a full time staff member and includes weekly phone calls, written reports, home visits, and quarterly staff meetings. The goal of the program is to develop the most efficient and effective communication system for each child. Intervention includes audiological evaluation, hearing aid evaluation, psychological services, and total communication programs for children without the auditory capacity for aural/oral language. (JHZ)

ED 261 809 RC 015 352

Wolfe, Paula; And Others
Crossroads for a Changing World. A Report of the Alaska Bilingual-Multicultural Education Conference (11th, Anchorage, Alaska, February 6-8, 1985).
Alaska Univ., Anchorage. National Bilingual Materials Development Center.
SPONS. AGENCY- Alaska State Dept. of Education, Juneau.
PUB DATE- 85
NOTE- 59p.; For related document, see ED 226 890. Some pictures may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Alaska Natives; American Indian Education; Biculturalism; *Bilingual Education; Cultural Activities; *Cultural Interrelationships; Early Childhood Education; Elementary Secondary Education; Intercultural Programs; *Multicultural Education; Older Adults; Parent Participation; *Program Descriptions; *Rural Education; School Involvement; Student Participation; Teacher Role; Workshops
IDENTIFIERS- *Alaska

The Eleventh Alaska Bilingual/Multicultural Education Conference, jointly organized by the Alaska State Department of Education, the Alaska State Advisory Council for Bilingual-Bicultural Education, and the Alaska Association for Bilingual Education was a major activity of the Department in providing training and technical assistance to all persons involved in bilingual-bicultural education programs in Alaska. The conference theme, "Crossroads for a Changing World," was selected to emphasize the importance of cross-cultural understanding and language learning among all nations and cultures of the Pacific Rim. Approximately 900 educators, parents, students, and community members participated in over 130 workshops, cultural presentations, general sessions and exhibits. Conference speakers, student panelists, and essayists provided first-hand descriptions of the interrelationship of cultural change and education. Descriptions of workshops, presentations, and general sessions are provided. (LFL)

ED 261 810 RC 015 354

Graham, Dede Thorp
School Achievement as an Influence upon the Affective Characteristics of Secondary Migrant Students.
PUB DATE- 85
NOTE- 137p.; Ed.D. Dissertation, University of Oklahoma.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; Dropouts; *Educational Attitudes; Grade 7; Grade 9; Grade 11; High Achievement; Low Achievement; *Migrant Youth; Questionnaires; School Attitudes; School Holding Power; Secondary Education; *Self Concept; *Study Habits
IDENTIFIERS- California Achievement Tests; Oklahoma; *Spanish Surnamed; Survey of Study Habits and Attitudes; Tennessee Self Concept Scale; Texas

Using the California Achievement Test, Survey of Study Habits and Attitudes, and Tennessee Self Concept Scale, 210 high- and low-achieving migrant Spanish-surnamed students in grades seven, nine, and eleven from 2 Oklahoma and 4 Texas school districts were tested for achievement and grade level differences in study habits, study attitudes, and self concepts. Data were also analyzed by gender. High-achieving students as a group and by gender were found to have higher study habits, study attitudes, and self concepts; by grade level, high achievers had higher study attitudes and self concepts. Study habits were not significantly different by grade level, but by gender and grade level, study habits, study attitudes, and self concepts were higher for high achievers. Study attitudes appeared to influence achievement more than the other two measures. Data analysis found achievement was associated with student age, father's occupational status, number of counselor visits, mobility, subject liked best, graduation and future plans, job aspirations, and job reality. Twelve student interviews provided additional characteristics. Conclusions were used to profile potential high achievers and potential dropouts. Recommendations were made to increase school holding power. Supporting tables appear in the text; appendices include questionnaire, interview form, and copy of the Tennessee Self Concept Scale. (LFL)

Lappin, Edward
Outdoor Education for Behavior Disordered Students.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Sep 84
NOTE- 4p.
CONTRACT- 400-83-0023
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adventure Education; *Behavior Disorders; Camping; Elementary Secondary Education; Field Trips; *Outdoor Activities; *Outdoor Education; Program Effectiveness; *Rehabilitation; *Resource Materials; Special Education; *Therapeutic Recreation
IDENTIFIERS- ERIC Digests

Outdoor education programs ranging from simple, near-school activities to lengthy wilderness camping experiences can benefit behavior disorderd students. Studies of outdoor education programs for these students have shown positive effects including improvements in self-concept, social adjustment, academic achievement, and group cohesion. Many types of programs now exist that use the out-of-doors in treating behavior disordered students. They include long-term residential camps, summer programs, day camps, and public school classes that integrate outdoor education into the curriculum areas or combine academic and high adventure programs. With skilled instruction, behavior disordered students can be successful at any number of challenging outdoor activities, e.g., rock climbing, backpacking, canoeing, orienteering, or cycling. Field trips that emphasize nature study or environmental education can also be effective outdoor learning experiences for behavior disordered students. The digest includes nine references and seven sources for further information (curriculum guides, program descriptions, etc.). (JHZ)

ED 261 812 RC 015 440

Harrison, Barbara; And Others
Manokotak: A Case Study of Rural School Development in Alaska.
Alaska Univ., Fairbanks. Center for Cross-Cultural Studies.
PUB DATE- Jun 85
NOTE- 87p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Historical Materials (060) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Achievement Tests; Administrator Attitudes; *American Indian Education; *Bilingual Education Programs; Case Studies; Community Attitudes; Cultural Background; Developmental Continuity; Educational History; Elementary School Curriculum; Elementary Secondary Education; *Eskimos; Extracurricular Activities; Role of Education; *Rural Schools; *School Community Relationship; *School Effectiveness; Secondary School Curriculum; Student Attitudes; Teacher Attitudes
IDENTIFIERS- *Alaska (Manokotak)

A University of Alaska staff member, two local teachers, and two community members used on-site visits, observations, questionnaires, and interviews to assess development of the Manokotak school from its inception in 1947 to 1984 as perceived by community members, school staff, and students. Rural and cross-cultural, the Alaskan school served 117 pre-school through high school students in 1984 and provided basic academic programs and vocational training, a Yup'ik literacy program, and a variety of special and extracurricular programs. A Community School Committee played an active role in the school; the staff was experienced and relatively stable. The majority of community adults, high school students, teachers, and the principal thought the school was successful, although teachers perceived a wide range of unsolved problems involving educational and personal concerns not expressed by others. Written primarily for practicing educators in rural Alaska but with possible application elsewhere, chapters include a history of the village and school, educational histories of village adults, curriculum/activities descriptions, descriptions of students and school staff, and community/student/staff perceptions. The final chapter contains a summary and discussion of the continuity of educational experience between school and community, inadequacy of standardized achievement test scores, and possible future developments. (LFL)

ED 261 813 RC 015 446

Mitchinson, Don F.
Teacher's Manual for Outdoor Studies: Geneva Sixth Grades.
Geneva Public Schools, NY.
PUB DATE- 1 May 83
NOTE- 29p.; For student booklet, see RC 015 447. Illustrations may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Activity Units; Class Activities; Conservation Education; Discovery Learning; *Environmental Education; *Experiential Learning; Field Experience Programs; Field Trips; Grade 6; *Group Activities; Intermediate Grades; *Learning Activities; Natural Resources; Observational Learning; *Outdoor Education; *Science Activities
IDENTIFIERS- Geneva Public Schools NY; *Rogers Environmental Education Center NY

Written for teachers who lead their 6th grade students on a 3-day field experience program at the Rogers Environmental Education Center in Sherburne, New York, this manual provides objectives, materials, and procedures for activities which help students learn about the natural environment--pond life, trees, ecology of the forest floor, stream flow, food chains, food supply, animal tracks, and contour mapping. Projects require from 1-3 hours to complete and use the Center's library and laboratory as well as various outdoor sites. Pond life study includes an introduction to pond ecology, collecting and identifying sample plants and animals, using a microscope and bioscope, and discussing student observations. Forest study incorporates constructing a Biltmore stick to measure tree diameter, estimating tree height, inferring growth conditions from cross sections of trees, and making an inventory of life and signs of life within a 5-foot-square plot of the forest floor. Lessons in stream flow include directions for making and racing cork boats and using flow meters. Other activities include an auction to create awareness of environmental values and simulation games to illustrate the dynamics of food chains and food supply. Four problem-solving situations are included, each demanding group cooperation to meet a physical challenge. (JHZ)

ED 261 814 RC 015 447

Mitchinson, Don F.
Student Information Booklet for Outdoor Studies: Geneva Sixth Grades.
Geneva Public Schools, NY.
PUB DATE- 1 May 83
NOTE- 20p.; For teacher's manual, see RC 015 446. Maps may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Class Activities; *Conservation Education; *Environmental Education; Experiential Learning; *Field Experience Programs; Field Trips; Grade 6; Intermediate Grades; Maps; *Natural Resources; *Outdoor Education; Parent Materials; *Program Descriptions
IDENTIFIERS- Geneva Public Schools NY; *Rogers Environmental Education Center NY

Written for sixth grade students in the Geneva Public Schools (Geneva, New York) and for their parents, this booklet provides general and specific information to prepare them for a 3-day outdoor field experience that is part of the sixth grade curriculum in outdoor studies. The booklet begins with a definition of environmental education and a rationale for field experiences as a means of enhancing the school curriculum. A personal essay describes the Rogers Environmental Education Center (site of the 3-day field experience)--its history, philosophy, and facilities. The essay covers the ecological features of the 75 acre site, the trails and exhibits, and the facilities of the education building which include laboratories, library, exhibits, and meeting room. It provides examples of student activities at the site and mentions the preparation and follow-up activities that accompany the field experience. Additional material includes maps of the area, detailed schedules of student activities, transportation information, and a list of clothing and supplies that students will need for the trip. (JHZ).

ED 261 815 RC 015 448

Rosenfeld, Stuart
Something Old, Something New: The Wedding of Rural Education and Rural Development. SGPB Alert: Analysis of Emerging Issues.
Southern Growth Policies Board, Research Triangle Park, N.C.
PUB DATE- Apr 84
NOTE- 10p.; Published in a special issue of the Phi Delta Kappan, December, 1983.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Agricultural Education; Change Strategies; Demonstration Programs; Economic Development; *Educational Innovation; Education Work Relationship; *Entrepreneurship; Experiential Learning; Futures (of Society); Long Range Planning; Relevance (Education); *Rural Development; Rural Economics; *Rural Education; School Community Relationship; Secondary Education; Small Businesses; *Vocational Education
IDENTIFIERS- *School Based Enterprises

It is becoming increasingly apparent that rural communities will have to alter their economic patterns as the United States economy shifts and rural areas cannot compete successfully with cities for emerging industries and future jobs. Instead of catering to the large firms and high-tech companies that are expected to predominate in the future, rural educators might be wiser to focus on training small-scale entrepreneurs--exemplified by family farmers. To do this, rural educators can draw on the proven strengths of vocational agriculture programs coupled with a new program--school-based enterprise. First suggested by Jonathan Sher in the mid 1970's, the school-based enterprise is designed to create jobs, to strengthen the ties between rural youth and their communities, to give rural youth real-life responsibilities, and to offer both entrepreneurial training and employment experience. Georgia and Arkansas have led the way in demonstrating that school-based enterprises can work in economically depressed rural areas. Successful projects in these states have ranged from publishing a town's first weekly newspaper to operating child care centers and developing a computer-assisted swine management program. For future rural development, vocational agriculture, cooperatives, and small-scale entrepreneurship offer better models for rural education than trade- and industry-oriented vocational training programs. (JHZ)

ED 261 816 RC 015 449

Jones, Loring P.
Distinctive Features of Mid-West Rural Poverty: Implications for Social Work Practice.
PUB DATE- Jul 81
NOTE- 22p.; Paper presented at the National Institute on Social Work in Rural Areas (6th, Beaufort County, SC, July 26-29, 1981).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Client Characteristics (Human Services); Community Characteristics; Community Information Services; *Economically Disadvantaged; Family Role; Poverty Areas; Regional Characteristics; *Rural Areas; Rural Urban Differences; *Social Work; Social Workers; Welfare Services
IDENTIFIERS- *Iowa; *United States (Midwest)

Social workers in rural midwestern areas such as Iowa must consider distinctive characteristics of the poor in those areas to help clients within the framework of family and community. Characteristics of rural poor include presence of father in family, residence in small towns with a single industry, presence of high numbers of female elderly, community skepticism of social welfare programs and denial of poverty conditions, independence and rugged individualism as societal values, distant or nonexistent social services, intolerance of difference, predominance of primary or kin relationships, lack of anonymity, less mobility, more stigmatization. The social worker practicing in these areas must be a generalist, autonomous, and self-directed, needs to be creative in developing resources, and must provide a very personal type of service. Intervention must emphasize family and community and focus on short-term practical goals. Social workers must help the poor family meet physical needs, mobilize family strengths, teach the family to develop goals and to reach them, mobilize support system networks within the community and the extended family, advocate for the client and also on behalf of service agencies if the client is reluctant, develop resources within the community, and educate the community about the extent and cause of poverty. (LFL)

ED 261 817 RC 015 450

Vaughn, D. Lanette
Small School Principals and Effective School-Community Relations.
ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 84
NOTE- 10p.
CONTRACT- 400-83-0023
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Administrator Role; Citizen Participation; *Community Involvement; Community Role; Elementary Secondary Education; *Principals; Rural Education; Rural Population; *Rural Schools; School Activities; *School Community Relationship; School Role; *Small Schools
IDENTIFIERS- ERIC Digests

In rural areas the responsibility for good school-community relations rests with the principal, who must develop a strategy for community relations, understand the people of the community and their values, and know their formal and informal leaders. School principals can use various strategies to increase community involvement. They can simply extend an invitation to visit the school, allow the school building to be used for community activities, actively recruit community volunteers, and publish a school newsletter. One study showed positive school-community relations in schools that allowed citizens to use the library, advertised events in the news media, or had a cafeteria or gym open to community members. Because small and rural schools are often closely identifed with the community, community cooperation is usually easy to secure and community members may be eager, or at least willing, to assist. They can serve on staff development planning committees, identify community resources, teach minicourses on local history, serve on advisory boards for various programs, and help to recruit teachers who fit the community. A key to good school-community relations may be community-minded administrators and teachers who participate in civic activities outside the school and feel comfortable in the community. (JHZ)

ED 261 818 RC 015 451

Gardener, Clark
Energy Conservation in Small Schools. Small Schools Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 4p.
CONTRACT- 400-83-0023
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Board of Education Role; Community Involvement; *Cost Effectiveness; Elementary Secondary Education; *Energy Conservation; Guidelines; *Policy Formation; *Rural Schools; *Small Schools
IDENTIFIERS- Energy Audits; Energy Data Base; *Energy Policy; ERIC Digests

Information concerning methods and available materials for conserving energy is needed by small, rural schools to offset continued increasing energy costs and lack of financial support and technical assistance. The first step in developing an energy conservation policy is to obtain school board commitment and to establish an energy saving policy. Next, an energy coordinator should be appointed and commitment and involvement of school and community members enlisted. An energy audit focusing on human, structural, lighting, mechanical, and special systems should occur and generate data on annual energy costs, climate conditions, and building strengths and weaknesses. Based on the audit, achievable goals should be set. Inexpensive energy conservation practices can include lowering thermostats and water temperatures; removing decorative/unnecessary lights, caulking and/or weatherstripping windows/doors; limiting/consolidating evening activities including custodial work. Conservation methods requiring small capital outlays include installing smaller, well insulated windows, adding vestibules at outside doors; switching to fluorescent, sodium or mercury lamps; planting shade trees; installing heat recovery equipment and attic fans; repairing leaking faucets; repainting/resurfacing roofs to increase reflectiveness; developing vacation shutdown procedures. Energy saving school rescheduling programs, including the successful 4-day week, can be implemented. References and sources of additional information and available materials are provided. (NEC)

ED 261 819 RC 015 452

Muse, Ivan
Excellence in Rural Education: "A Nation at Risk" Revisited. Rural Education Mini Review, 1984.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Sep 84
NOTE- 18p.
CONTRACT- 400-83-0023
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Educational Change; *Educational Improvement; Educational Needs; Educational Policy; Educational Quality; *Educational Strategies; Elementary Secondary Education; Problems; *Rural Education; Rural Schools; Rural Urban Differences; *Teacher Attitudes; Teacher Education
IDENTIFIERS- ERIC Mini Reviews; *National Commission on Excellence in Education; *Nation at Risk (A)

The National Commission on Excellence in Education has challenged educators across the nation to drastically change the course of education during the 1980s. While rural educators share the desire to provide excellence in education, the Commission and the United States Department of Education must recognize the unique characteristics of rural schools and provide appropriately different strategies to enable rural schools to meet the new goals. Rural educators urge national policy makers to recognize diverse rural subcultures, support innovative teacher training programs, develop career ladder and merit pay systems designed to retain quality rural personnel, support more comprehensive inservice training programs, support intermediate educational units, and provide adequate rural special education services support. Problems for rural schools include insufficient funding and inadequate specialists to provide higher level basics, foreign languages, and advanced placement classes recommended as graduation requirements by the Commission. To strengthen programs, rural schools should consider senior student schedules, non-academic programs, classroom time on task, traveling teachers, and community participation. To support rural school reform, policymakers should address recruitment, support, and retention of rural teachers by providing flexible certification requirements, career ladder and merit pay programs, and adequate university teacher training programs. (NEC)

DOCUMENT RESUME

ED 261 820 RC 015 454

Carleton, Nancy L.; And Others
Grassroots Involvement in Recreation for Native Americans.
PUB DATE- 84
NOTE- 9p.; Paper presented at the Annual National Indian Child Conference (6th, Albuquerque, NM, October 28-November 1, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indian Culture; American Indian Education; *American Indians; *Community Involvement; Community Support; Delivery Systems; Elementary Secondary Education; Needs Assessment; *Program Development; *Recreational Activities; Recreational Facilities; *Recreational Programs; *Relevance (Education)
IDENTIFIERS- Relevance (Cultural)

Through efforts of concerned, knowledgeable, and culturally aware individuals, recreational programs which may help the special needs of Native Americans can be designed and implemented. Knowledge of tribal similarities and differences, cultural values, diverse life-styles, tribal beliefs, socioeconomic status, and leisure pursuits is paramount in planning programs for tribal groups and individuals. Historically, Native Americans pursued a variety of leisure/recreational activities: dance, group singing, society initiations, storytelling, arts and crafts, drama and games. To be relevant, recreation programs should include activities which promote communication of ideas, self-confidence, self-esteem, artistic and skills development, and allow participants the luxury of obtaining a healthier, happier life. Native Americans should have a voice in designing programs created for their consumption. Local artists, coaches, teachers, and tribal leaders can be identified and enlisted to assist in establishing viable programs. To establish programs which mirror community needs, personal interviews should be conducted and community demographics (age, sex, handicaps, interests, skills) analyzed. Logistical and support services (transportation, availability of experts, cooperation and coordination, public relations, leadership, and facilities) must be available. Special events (community wide celebrations, special local programs, field trips) can be a successful means of impressing the value of recreational programs on the public. (NEC)

ED 261 821 RC 015 455

Riffel, J. Anthony; Sealey, D. Bruce
Education in Nelson House: A Report for Community Discussion.
PUB DATE- Jul 84
NOTE- 130p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *American Indian Education; American Indian Reservations; Bilingual Education; Canada Natives; *Community Attitudes; Curriculum; *Educational Assessment; *Educational Improvement; Educational Objectives; Elementary Secondary Education; Foreign Countries; Parent Participation; *Teacher Attitudes; Tribes
IDENTIFIERS- Canada; *Cree (Tribe); Manitoba; Metis (People); *Nelson House Indian Reserve MB

The purposes of this report are to assess the present N-9 school system in Nelson House (a Manitoba Cree Indian Reserve); to assess educational views held by teachers, administrators, and community members concerning the Nelson House school system; to recommend improvements for the present school system and plans for a new N-12 school; and to provide a basis for community discussion and involvement in education. Data were obtained from interviews, observation, and through examination of school documents. Twenty-six of 30 teachers provided information on educational goals, curriculum, instruction, special education, professional development, school organization, leadership, and their views on high school programs. Twenty-one community residents provided input on educational objectives, bilingual education, parental responsibility, satisfaction with the school, and changes since local control was implemented. The report is organized thematically in five sections: a brief history of education in Nelson House; information about the system of education, student achievement, and community opinions about education in Nelson House today; recommendations for the future of education in Nelson house; a schedule for implementation of recommendations; and appendices outlining approaches to teaching native studies in the elementary school, a curriculum for the new high school, and the mastery approach to teaching and learning. (NEC)

ED 261 822 RC 015 456

Sealey, D. Bruce; Riffel, J. Anthony
Easterville Education Review.
PUB DATE- Jan 84
NOTE- 106p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *American Indian Education; American Indian Reservations; Bilingual Education; Canada Natives; Community Attitudes; *Educational Improvement; Elementary Secondary Education; Foreign Countries; *Parent Responsibility; *School Responsibility; *Student Responsibility; Tribes
IDENTIFIERS- Canada; *Cree (Tribe); *Manitoba (Easterville)

The document outlines a concrete framework for the development of education in Easterville, Manitoba (a Cree Indian Reserve), over the next decade. Its purpose is to present a statement of principles and objectives worthy of public discussion and to provide specific recommendations in response to current problems. Based on a review of student achievement, the report indicates that achievement levels are similar to other northern Canadian native communities, but are below national averages and not acceptable. The report emphasizes that improving achievement is a complex task, requiring time and shared responsibility. Identified as factors for which the school is responsible are curriculum, school organization, quality of teaching and administration, pupil promotion policy, special services, language of instruction, materials, and resources. Cited as parent responsibilities are emphasis on attendance and achievement, value attached to education, and support for their children's work. Included as student responsibilities are effort, commitment to school, attendance, and support for each other academically. The report provides recommendations including developing a bilingual program; restructuring the elementary program around skill, discovery, and expressed arts subjects; dropping grades 11 and 12; balancing academic, vocational, and exploratory subjects in grades 7-10; providing field trips; and emphasizing adult education. (NEC)

ED 261 823 RC 015 457

Cotayo, Armando; And Others
Native American Education Program, 1983-1984. O.E.A. Evaluation Report.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
PUB DATE- 84
NOTE- 37p.; For the 1982-1983 report, see ED 245 857. Prepared by the O.E.A. Bilingual Evaluation Unit.
GRANT- N008200502
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *American Indian Education; Community Services; Cultural Activities; *Cultural Education; Educational Objectives; Elementary Secondary Education; Field Trips; Minicourses; Needs Assessment; Parent Participation; *Program Content; *Program Evaluation; Resource Centers; Tribes; *Urban American Indians
IDENTIFIERS- *New York (New York); *Support Services Program

During 1983-84, in the final year of a 3-year funding cycle, the Native American Education Program provided after-school and summer session instruction and supportive services to approximately 500 Native American grade K-12 students scattered throughout New York City. The program was administered by the New York City Public Schools' Office of Bilingual Education and funded by Title IV of the Indian Education Act. Curriculum development continued, with emphasis on career orientation and alternatives available to Native American students. The program's instructional component included a 10-session mini-course on Native history, culture, and crafts in each of the city's boroughs; 31 presentations to Native American children in classes in their own schools throughout the city; trips to Native American cultural events; individualized assistance with research projects on Native American subjects; a tutoring program for reading and elementary mathematics; and a 6-week summer session. Other activities focused on personal, academic, and vocational guidance support services; staff development; and parent and community involvement. Recommendations included: finding more accessible quarters or concentrating on reaching students in their homes, schools, and communities; improving coordination with other Indian organizations to identify students and increase program participation; prioritizing objectives; and expanding satellite classes held throughout the city. (NEC)

ED 261 824 RC 015 458

Helge, Doris
Establishing an Empirically Determined National Rural Education Research Agenda.
Western Washington Univ., Bellingham. National Rural Development Inst.
PUB DATE- Jun 85
NOTE- 22p.; For related document, see ED 256 530.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; *Federal Programs; *Government Role; National Surveys; *Needs Assessment; *Program Implementation; Researchers; *Research Needs; *Rural Education
IDENTIFIERS- Department of Education; Empirical Analysis; National Rural Education Research Consortium

Rural schools, which comprise 67% of the nation's school systems, experience distinct educational environments and have unique strengths and weaknesses. Quality research to assess the effectiveness of rural education has been hampered by inconsistently applied definitions of "rural" and inadequate data to compare rural and urban districts. A study conducted in 1984 by the National Rural Education Research Consortium was the first comprehensive national effort to derive an empirical data base for rural education research priorities. This synthesis of the larger study reviews methodology, lists the nine resulting research priority clusters and the questions related to each cluster, and outlines implications for federal government, state agencies, higher education institutions, rural schools and students, and data dissemination. The nine rank-ordered research clusters are listed as rural school effectiveness, governance and finance, staff training needs (technology as a resource), teaching styles and incentives, field-based personnel preparation, preservice preparation, personnel recruitment and retention, school-community interaction, and rural versus non-rural factors. (LFL)

ED 261 825 RC 015 459

Southern Rural Development Center Annual Progress Report, FY 1985. SRDC Series No. 80.
Southern Rural Development Center, Mississippi State, Miss.
PUB DATE- Sep 85
NOTE- 18p.; Period Covered: October 1, 1984 to September 30, 1985. For 1984 report, see ED 254 357.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Development; Computer Oriented Programs; *Conferences; Extension Education; Farm Management; Land Grant Universities; Land Use; *Linking Agents; *Networks; Professional Continuing Education; Publications; Regional Programs; *Research and Development Centers; *Rural Development; Small Businesses; Water Resources
IDENTIFIERS- Puerto Rico; *Southern Rural Development Center MS; United States (South); Virgin Islands

In fiscal year (FY) 1985 the Southern Rural Development Center (SRDC) was engaged in 24 major activities that responded to the rural problems of the region and supported the community development efforts of 29 land-grant universities in 13 southern states, Puerto Rico, and the Virgin Islands. The work of the SRDC Business Management Network culminated in FY 1985 with the nationwide distribution of materials for small business management training. Plans are underway for several regional conferences that will address issues such as the interdependencies of agriculture and rural communities, water quality, and economic development for small communities. Materials development sponsored by the SRDC has included training for local officials in the selection and use of computers in government and a bibliography on water law and water rights in the South. Nine studies or projects are investigating topics such as agricultural land conversion, water resources management, and rural labor markets. The SRDC's advisory committee formulated a 1986 plan of work that gave top priority to the farm crisis and its impact on rural communities, broad economic strategies for rural communities, and small farm assistance. The Center's information dissemination program produced a training manual for rural officials, newsletters, conference proceedings, reprints, etc. (JHZ)

ED 261 826 RC 015 460

Jones, Barbara Jean
Preservice Programs for Teaching in a Rural Environment: Survey of Selected States and Recommendations. Summary of the Results and Recommendations.
PUB DATE- 85
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Field Experience Programs; Higher Education; *Needs Assessment; *Preservice Teacher Education; *Rural Education; Rural Environment; State Surveys; *Teacher Certification; *Teacher Education Programs; Teacher Qualifications
IDENTIFIERS- Descriptive Research

Directors of student teachers and administrators of field experience (n=240) assessed which of 26 suggested components of preservice/certification programs for rural teaching were available and which should be available. Results indicated that 21 of the 208 institutions in 27 rural states prepared students specifically for teaching in a rural environment. Fourteen of the suggested 26 components were currently available in over half of the institutions surveyed. The four components available at most institutions were: coursework in developing curriculum; training for work with exceptional children; coursework in educational technology; and training for teaching physical education, music, art, and community recreation. Although preservice programs were generally considered nonessential by respondents, the need for special preservice training for teaching in a rural environment was considered essential. Recommendations to implement preservice training programs for rural teaching or to upgrade existing ones related the components to six areas: general curriculum concepts; preparation for rural cultural, social, and economic factors; realities of teaching and living in isolated areas; availability of regional service centers; need for faculty specialization in rural education; and awareness of characteristics and needs of rural teachers and schools. Supporting tables are included and a brief directory of rural education resources is appended. (LFL)

ED 261 827 RC 015 461

Tax Reform: Its Impact on Agriculture. Agricultural Outlook. Special Reprint.

Economic Research Service (DOA), Washington, D.C.

PUB DATE- Aug 85
NOTE- 12p.; Reprint from Agricultural Outlook.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Agricultural Trends; *Agriculture; Comparative Analysis; *Economic Change; *Federal Legislation; *Finance Reform; Income; Tax Credits; Tax Deductions; *Taxes; Tax Rates
IDENTIFIERS- *Impact; *Reagan Administration

While tax reforms proposed by Bradley-Gephart, Kemp-Kasten, and the Reagan Administration differ in specifics, all three would reduce marginal tax rates and broaden the income tax base by eliminating many of the special provisions that have crept into the system over the years--agriculture benefits from a variety of these special provisions. This report focuses on the Administration's proposal, discussing in detail significant features that would affect agriculture: reductions in individual and corporate tax rates, modifications in investment tax credit and depreciation policies, changes in the current deductibility of various development costs, restrictions on property eligible for capital gains treatment, and limits on the use of the cash method of accounting. The current law and the 3 proposed tax reform laws are compared on 12 provisions--expensing, capital gains, interest, cash accounting, development expenditures, conservation and land clearing, individual tax rates, standard deduction, personal exemption, corporate tax rates, investment tax credit, and depreciation. The final section examines four types of agricultural enterprise and compares their federal tax burden in dollar amounts under current law and the Administration's proposed reform. The hypothetical cases illustrate effects of proposed reform on orchard development, a crop farm, a dairy operation, and a hog operation. (JHZ)

ED 261 828 RC 015 465

McBeath, Gerald A.; And Others
Patterns of Control in Rural Alaska Education. Executive Summary.
Alaska Univ., Fairbanks. Center for Cross-Cultural Studies.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jul 84
NOTE- 16p.; For the complete report, see ED 248 073.
GRANT- NIE-G-80-0147
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Attitudes; *Alaska Natives; American Indian Education; Boards of Education; Community Attitudes; *Community Control; *Decentralization; Elementary Secondary Education; Organizational Change; *Organizational Climate; *Rural Education; School Administration; School District Autonomy; Self Determination; Teacher Attitudes
IDENTIFIERS- *Alaska; *Control Factors (Administrative); Impact Studies; Implementation Analysis; Localization (Administrative); Pattern Analysis

A 3-year study of decentralization of Alaska schools identified several factors that influenced whether a school was locally controlled and found patterns of control associated in important ways with staff and community attitudes toward school. Information was gathered by surveys and interviews conducted in 28 communities randomly selected to represent all rural Alaska schools. Analysis of patterns of control showed 24% of rural Alaska schools with regionalized control, 40% with localized control, and 36% with "mixed" control. Field studies suggested that the attitudes and values of district superintendents were a major factor in decentralization. Localization of control was also dependent on a stable local administrator with positive attitudes toward the community, stable local school boards that represented community interests, and district policy specifying areas of local authority in school governance. Measures of school climate and satisfaction with school showed significant differences among the three types of control. Administrators and teachers of regionalized schools were somewhat more proud of student academic achievement and learning than those of localized schools. Parents and community adults were particularly satisfied with Native culture and language programs at localized schools. Administrators and teachers at mixed control schools were significantly more likely to have negative expectations of students' ability and achievement than those in any other type of school. (JHZ)

ED 261 829 RC 015 466

Gass, Michael A., Comp.; And Others
Exploring Horizons: The Implications of Experiential Learning Sourcebook. Workshop Information from the Northeast Association for Experiential Education Conference (6th, Durham, New Hampshire, March 30, 1985).
Association for Experiential Education, Boulder, CO.; New Hampshire Univ., Durham.
PUB DATE- Mar 85
NOTE- 80p.
AVAILABLE FROM- Association for Experiential Education, CU-Box 249, School of Education, Boulder, CO 80309 ($8.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adventure Education; Alcoholism; Astronomy; Counseling; Disadvantaged Youth; Dropout Prevention; Drug Addiction; Elementary Secondary Education; Emotional Disturbances; Employment Opportunities; *Experiential Learning; *Field Experience Programs; Group Activities; Job Application; *Leadership Training; Learning Activities; Neurolinguistics; Nontraditional Education; *Outdoor Education; *Therapeutic Recreation
IDENTIFIERS- Educational Technologies Database; Rope Courses; United States (Northeast); *Wilderness Education Programs

The collection summarizes for educators 23 of the 32 workshops presented at the 1985 Northeast Association for Experiential Education Conference. Highlights of the conference included construction of an indoor yurt, ropes course building, and an innovative workshop on experiential astronomy. Workshops dealt with such topics as experiential learning with clinically dependent, disadvantaged, emotionally disturbed, and at-risk children and youth, experiential education in the classroom, wilderness education programs, ropes courses, the Educational Technologies Database, starting an independent experiential education center, getting a job in outdoor programs, leadership experiences for high school students, Canada's Opcan Katimavik volunteer organization, an experiential educator's walk through Central America, neuro-linguistic programming, and experiential learning for urban minority students. An eight-page sourcebook used in the astronomy workshop, blueprints for a yurt, and a sample Outdoor Leadership Ability Statement are among the supplemental materials included. Bibliographies and resource addresses accompany many of the workshop summaries. (LFL)

ED 261 830 RC 015 467

Guilmet, George M.

The Inappropriateness of Standardized Testing in a Culturally Heterogeneous Milieu: A Navajo Example.

California Univ., Los Angeles. Neuropsychiatric Inst.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
PUB DATE- 9 Jun 83
NOTE- 20p.
GRANT- PHS-HD-00345.; PHS-HD-04612
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Acculturation; *Age Differences; *American Indian Education; American Indians; Children; Cognitive Ability; Cognitive Measurement; Preschool Education; Standardized Tests; *Test Bias; *Testing Problems; Test Interpretation; Tribes; *Urban American Indians
IDENTIFIERS- California (Los Angeles); *Navajo (Nation)

The inappropriateness of using standardized achievement tests to measure the cognitive skills of Navajo children was demonstrated in a 1975-76 case study of 17 Navajo preschool and daycare children in Los Angeles. The Circus Receptive Vocabulary Test and the Circus Quantitative Concept Test were given individually to each child. Scores were compared with a sample of 66 randomly drawn children in the Tribal American preschool and daycare programs, and with national results. On both tests, the Navajo children in the study scored the lowest, with results below the national average. Children who had most difficulty with the tests were the youngest and lived in the least acculturated Navajo households, suggesting that the acculturative status of the child's household and the age of the child influenced the child's response to the testing situation. The study concluded that because complex behavioral interactions involved in testing situations are almost never reported, "objective" tests results take on a reality that does not exist. Testing all individuals with the same instrument regardless of individual/cultural backgrounds is a misleading and culture-bound method of assessing and understanding the abilities of any given individual. (NEC)

ED 261 831 RC 015 468

Peters, Richard

Developing Student Sensitivity about Interlocking Dependency in Natural/Social Global Environments: Eco/Social Studies in Rural Schools.

Global Horizons, The Center for Applied Ecosocial Studies, Plaistow, N.H.
PUB DATE- Sep 85
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Curriculum Development; *Ecology; Experiential Learning; Field Trips; *Global Approach; International Programs
IDENTIFIERS- *Interdependence

The purpose of global education is to develop in youth the knowledge, skills, and attitudes needed to live effectively in a world possessing limited natural resources and characterized by ethnic diversity, cultural pluralism, and increasing interdependence. Although it is difficult for rural students to develop a global perspective because of their isolation from the cultures and instructional resources of metropolitan areas, many strategies for global education can be employed by rural schools. Teachers can use audiovisual and print materials that expand students' awareness of diverse social and natural environments. They can participate in summer global travel programs such as those sponsored by the National Council for the Social Studies. Students can write to pen pals in foreign lands, exchanging ways-of-life information. Guest speakers can share their experiences of different cultures. Rural schools can seek out corporate sponsorship for student travel including field trips to community resources as well as travel to foreign countries. Global education activities, such as those suggested by the Humans and Environment Learning Program (HELP), can be integrated into the existing curriculum for science, social studies, and foreign languages. Selected resource materials for global education are appended along with names and addresses of 16 organizations concerned with global issues. (JHZ)

ED 261 832 RC 015 469

Jensen, Joan M.
Crossing Ethnic Barriers in the Southwest: Women's Agricultural Extension Education, 1914-1940. Draft.

PUB DATE- Jun 85
NOTE- 21p.; Paper presented at the symposium on the History of Agricultural Education (Athens, GA, June 2-5, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Anglo Americans; Comparative Analysis; Delivery Systems; Educational History; Ethnic Discrimination; *Failure; *Females; *Hispanic Americans; Leaders; Poverty Areas; Program Content; Program Effectiveness; Rural Education; *Rural Extension; Sex Discrimination; Spanish Speaking; State Programs; *Success
IDENTIFIERS- Cabeza de Baca (Fabiola); New Mexico (Dona Ana County); New Mexico (Santa Fe County); *New Mexico Agricultural Extension Service

From its inception in 1914 until 1940, the New Mexico Agricultural Extension Service was quite successful in delivering educational programs to non-English speaking, Hispanic women in Santa Fe County and almost totally unsuccessful in Dona Ana County. Criteria for success were involvement of ethnic women in the program, ability to adapt national and state programs to local economic and social conditions and needs of these constituents, the amount and quality of transfer of technology occurring, and the number of rural people able to remain on the land. Fabiola Cabeza de Baca, Santa Fe County extension agent from 1929-1940, was primarily responsible for the agency's success in northern New Mexico. She reached 80% of farm families by organizing 13 adult clubs and children's food, clothing, and gardening clubs; providing weekly newspaper columns in Spanish; helping Hispanic women obtain canning equipment and sewing machines; encouraging women to take an interest in the interiors of their homes; and promoting sale of traditional handicrafts. Service in southern Dona Ana County was hampered by lack of Hispanic, bilingual agents; frequent agent turnover; lack of funds; affiliation with the Anglo-oriented Farm Bureau; and strict gender segregation of children's clubs. (NEC)

ED 261 833 RC 015 470

Lyon, Philip E.; And Others
Preservice Training of Senior Citizens as Special Education Volunteers.
PUB DATE- Mar 85
NOTE- 14p.; Paper presented at the National Rural Special Education Conference (5th, Bellingham, WA, March 19-22, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Involvement; Disabilities; Elementary Secondary Education; Home Instruction; Individualized Instruction; Middle Aged Adults; *Older Adults; *Rural Education; *School Community Relationship; *Special Education; Trainers; *Volunteers; *Volunteer Training
IDENTIFIERS- Education for All Handicapped Children Act; *New York (Albany); Retired Senior Volunteer Program

A proposed 3-year project in Albany, New York will train 90 senior citizen volunteers to work in rural special education classrooms and with handicapped children and their parents in the children's homes. The project goal is the creation of a network of training systems and personnel to assist schools in improving special education services. Volunteers will attend a 10-week training session of 30 instructional hours and will have a practicum of 30 hours in a special education classroom and in children's homes. Volunteers will receive credit in the Retired Senior Volunteer Program. Selected volunteers will receive additional training as trainers for new volunteers. Benefits to participating schools and children will include help in complying with P.L. 94-142 (the Education for All Handicapped Children Act), increased staff-to-student ratio, more individual attention, consistency of training between school and home, and assistance to teachers. Benefits to volunteers and the community will include civic contributions for public education, increased awareness and understanding of handicapped populations, and community involvement in planning and delivery of services to the handicapped. (LFL)

DOCUMENT RESUME

ED 261 834 RC 015 471

How to Make Things Better. 1985 AASA Small School District Administrators' Conference Report (Osage Beach, Missouri, July 12-14, 1985).

PUB DATE- 85
NOTE- 5p.; For the 1984 conference report, see ED 252 331.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Collected Works - Serials (022)
DESCRIPTORS- *Curriculum Development; Curriculum Evaluation; Educational Improvement; Elementary Secondary Education; Evaluation Criteria; *Leadership Responsibility; *Management Development; Program Descriptions; Public Schools; *School Administration; *Small Schools; *Teacher Evaluation

"Making good things better" was the theme of the 1985 AASA Small School District Administrators' Conference. The keynote speaker listed four efforts school leadership should take: encouraging people to change, accelerating the growth of people, setting organizational goals, and continuing personal growth. A full day of the conference focused on the topic of evaluating teachers and administrators. One workshop leader stressed measuring performance twice a year, provided evaluation criteria, listed components of a "stakeholders committee" evaluation program, and outlined the cycle for teacher performance evaluation. Another speaker emphasized that the purpose of evaulation is to improve instruction. A second area of emphasis at the conference was improving the curriculum through instructional management and specific changes in subject areas. One general session speaker downplayed the importance of tests in measuring how well students think. Small groups explored instructional management further, focusing on specific subject areas: use of calculators and computers in math instruction, inadequacy of traditional sequential math programs, and improvement of writing. Other sessions considered energy savings for small schools and education-related projects and services available from the National Aeronautics and Space Administration. (NEC)

ED 261 835 RC 015 472

Stocker, Frederick D.
Research Needs for Rural Public Services.
Economic Research Service (DOA), Washington, D.C.
REPORT NO.- AGES840822
PUB DATE- Sep 85
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Delivery Systems; Financial Support; *Information Needs; *Models; *Public Policy; *Research Needs; Resources; *Rural Development
IDENTIFIERS- *Public Services

The report proposes a conceptual framework for researching key issues relating to rural public facility policy affecting such services as fire protection, water systems, roads, wastewater treatment, hospitals, and others, and identifies important research needs in this area. Major components of the framework are sources of financing (private and governmental), production inputs (labor and capital from private and/or public sectors); and production functions providing intermediate outputs in the form of community delivery systems. A major category of research needs and opportunities concerns the relationship between the inputs and the public service outputs of interest to consumers. Other research needs concern the development of technology for providing services under conditions of sparse population, to isolated households, or in small communities; the development of alternative methods of delivering public services; and the effect of state and federal laws or restrictions on the presence/absence of services/facilities. Additional research is needed in conceptualizing and ensuring spillover benefits from public services, the effects of projected population growth/shifts on the aggregate amount of investment expenditure in various capital facilities, and data gaps in public finance problems. Criteria for establishing research priorities might include judgment of benefits and costs, political appeal, feasibility, and interest of researchers. (NEC)

ED 261 836 RC 015 473

Davis, L. D.

Remote Schools: A Dilemma Beyond Rural Education.

PUB DATE- Oct 85

NOTE- 10p.; Paper presented at the National Conference of the Rural Education Association (77th, Cedar Rapids, IA, October 13-15, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Access to Education; Educational Improvement; *Educational Needs; *Educational Objectives; *Educational Quality; Educational Research; Elementary Secondary Education; Inservice Teacher Education; *Rural Education; *School Districts; Small Schools; Superintendents; *Technical Assistance; Workshops

IDENTIFIERS- Isolation (Geographic); Nevada; *Nevada Rural School District Alliance

With an area of 110,540 square miles and a population of less than one million people, Nevada experiences educational problems that are not simply rural but remote--vast distances, geographic barriers, lack of services, untrained personnel, inadequate funding, etc. The Nevada Rural School District Alliance was formed in 1983 to improve the quality of rural/remote education. Goals of the Alliance include facilitating/assisting rural/remote educational research; providing a clearinghouse/depository for Nevada educational research and data; providing technical assistance and/or inservice training to rural districts in curriculum, instruction, staff recruitment/retention, staff development, finance, planning, facilities, special services; serving as a vehicle for rural advocacy; and addressing unique needs of individual school districts. The Alliance has produced important documents: a statistical report of rural school demographic features; a study of classified employee job descriptions and benefits; a list of current Nevada mining operations; baseline data on district revenues, expenditures, enrollments, pupil/teacher ratios, etc. Other Alliance accomplishments include conducting workshops on hiring/firing practices and computer competencies; establishing a job/teacher bank with University of Nevada-Reno which placed over 25 rural/remote teachers in 1984; sponsoring teacher incentive and professional development center grants; offering continuing education courses; and participating in the legislative process. (NEC)

ED 261 837 RC 015 475

Ediger, Marlow
Old Order Amish and the Philosophy of Education.
PUB DATE- 15 Sep 85
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Amish; Cultural Isolation; *Cultural Traits; Curriculum; *Educational Philosophy; Elementary Education; One Teacher Schools; *Parochial Schools; *Religious Cultural Groups; *Rural Population; Small Schools; Social Change; Traditionalism
IDENTIFIERS- Mennonites

The Old Order Amish, or Mennonites, are a religious sect that represents both a traditional and changing culture. Their conservatism is evidenced in their rural way of life, large families of 8 to 12 children, use of horse drawn farm machinery and transportation, nonuse of electricity, and uniformity of dress. The Old Order Amish also present a rapidly changing culture due to scarcity of farm land available for younger families and competing modern ideas. The majority of Old Order Amish buy health services when needed, but they do not carry insurance on property or personal life. They insist upon strict separation of church and state and do not participate in the social security system. Old Order Amish also believe that an eighth grade, parochial education with no kindergarten is adequate for their children. Reading, writing, arithmetic, and religion are the basic curriculum. Basal textbooks are used in social studies, but science texts omit a study of evolution and contain Biblical injunctions. Schools are usually one-room buildings with outdoor privies and horse barns. Lack of electricity prohibits utilization of audio-visual aids. Old Order Amish pupils rank well in standardized achievement test results. (NEC)

ED 261 838 RC 015 478

Barker, Bruce; Beckner, Weldon

Rural Education Preservice Training: A Survey of Public Teacher Training Institutions in the United States.

Texas Tech. Univ., Lubbock. National Center for Smaller Schools.

PUB DATE- Oct 85

NOTE- 19p.; Paper presented at the National Conference of the Rural Education Association (77th, Cedar Rapids, IA, October 13-15, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Academic Deans; *Administrator Attitudes; College Faculty; Department Heads; *Educational Needs; *Educational Practices; *Educational Research; Higher Education; Questionnaires; Relevance (Education); *Rural Education; Rural Urban Differences; Small Schools; *Teacher Education Curriculum; *Teacher Education Programs; Urban to Rural Migration

A self-administered questionnaire was used to assess the degree to which teacher training programs in 4-year public colleges and universities include rural education as part of their teacher education program. Questionnaires were mailed to college of education deans and chairpersons at each of the 473 4-year public colleges and universities in the United States, and 306 usable responses were received for a return rate of 64.7%. The Statistical Analysis System computer program for the social sciences was used to list frequency distributions and to calculate the mean, standard deviation, and range for variables from the questionnaire. A total of 13,613 education faculty members were reported as working at the institutions surveyed. Of these, only 257--less than 2%--focused their research and/or publication interests on rural education. Only 87 institutions included rural education as part of their curriculum, and only 9 reported a course devoted solely to the study of rural or small schools. On the other hand, respondents recognized a need to pay greater attention to rural education. Nearly half agreed that teaching in small schools is different than teaching in urban and suburban schools and requires different preparation, and 34% felt their institutions should make provisions for the training of prospective rural teachers. The survey instrument is appended. (JHZ)

ED 261 839 RC 015 479

Nelson, Kerry D.
Report on Utah's Rural Schools.

PUB DATE- 14 Oct 85
NOTE- 15p.; Paper presented at the National Rural Education Association Conference (77th, Cedar Rapids, IA, October 13-15, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agency Cooperation; *Curriculum Development; Educational Change; *Educational Cooperation; Elementary Secondary Education; *Instructional Improvement; *Mastery Learning; Program Improvement; *Rural Education
IDENTIFIERS- Far West Laboratory for Educational R and D CA; *Outcome Based Education; *Utah

Rural schools in Utah responded to state and local calls for school reform by implementing Outcome Based Education (OBE) programs beginning in March 1984. Significant improvements in learning have occurred as measured by test scores. Workshops introduced rural educators to OBE which provided a philosophical and operational framework for school improvement. Rural educators were receptive to proposed changes and resources to implement OBE came from the state legislature, state board of education, and the Far West Laboratory. Regional service centers, districts, and state agencies provided leadership and organized a cooperative approach resulting in higher quality planning, better and more efficient activities, and more efficient utilization of resources. This cooperation was the most necessary and valuable part of the school improvement process. A 2-page description of OBE is appended which lists enabling factors and philosophical and operational essentials of the approach and outlines the elements and principles of the OBE Math Program in one Utah high school. A one-page directory of contacts for getting started in OBE is also provided. (LFL)

ED 261 840 RC 015 481

Hannon, Bernard E.; Pullin, John E.

Building Partnerships for Quality Education in Rural America: The School Board/School Program Partnership.

PUB DATE- Jun 84
NOTE- 13p.; Paper presented at the National Conference on Building Partnerships for Quality Education in Rural America (Washington, DC, June 28, 1984). For a related document, see ED 247 072.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Board Administrator Relationship; Board of Education Role; *Boards of Education; Educational Cooperation; Elementary Secondary Education; Interdistrict Policies; Regional Cooperation; Rural Education; *Rural Schools; School Activities; *School Administration; *School Community Relationship
IDENTIFIERS- Indiana; *Partnerships

A partnership involving eight rural school districts in Indiana developed out of the need for a cooperative services organization to communicate with its school board members. A Joint Services Cooperative Committee composed of one or two school board members from each district visits classes, reviews program policies, and keeps fellow board members informed. An annual briefing is held for all board members to review programs, inspect equipment, and meet school personnel. Such a partnership of rural school boards and school personnel expands the board's role from concern with physical and fiscal aspects of schooling to decisions about programs and appreciation of daily instructional needs. The partnership fosters trust, enhances communication, encourages information exchange, reduces levels of stress, instills a sense of participation, presents a positive image to school and community, and is in the students' best interest. Partnerships are often difficult to maintain, require careful personal attention, must preserve line-staff relationships, and must be flexible, open, professional, operational, and comfortable for members. Partnerships represent the best use of local resources and strengthen local education support systems, important steps to improving the quality of rural education. (LFL)

ED 261 841 RC 015 482

Long, Patrick T.; Kraus, Barbara E.
Colorado Rural Recreation Directors Project: An Overview.
PUB DATE- 20 Jun 85
NOTE- 12p.; Paper presented at the Colorado Rural Recreation Directors Project--Youth Recreation Training Conference (Boulder, CO, June 10-14, 1984). Appendix contains small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Cooperative Programs; Delivery Systems; Field Experience Programs; Job Skills; On the Job Training; *Outreach Programs; Program Descriptions; *Recreational Programs; Recreation Finances; *Rural Areas; Rural Youth; *School Community Relationship; Summer Programs; Youth Leaders
IDENTIFIERS- *Colorado; Job Training Partnership Act 1982; *University of Colorado Boulder

To meet the growing demand for recreation services in rural communities, the Colorado Rural Recreation Director's Project (CRRDP) works as a partnership between the University of Colorado in Boulder and rural Colorado communities. During the summer months, each participating community (52 since the project's beginning in 1981) receives the services of a full time recreation director (University recreation major), who organizes a summer program and coordinates local resources. Two community youth, eligible for the Job Training Partnership Act, are employed as full time summer recreation leaders. This staff plans and implements recreation activities for all age and interest groups and assists in establishing support for long range recreation development. The CRRDP has two training components. Recreation leaders receive training in service development in rural communities, supervision of youth recreation leaders, and resources available through the Project. Youth leaders receive training in four areas: pre-employment, work maturity, job-related basic/academic skills, and job specific skills for conducting recreation programs. Community support for the CRRDP includes sponsorship by an appropriate governing body, liability coverage, housing for the recreation director, adequate office facilities, a minimum of $300 for program expenses, and approval to conduct research regarding the benefits of recreation development in rural communities. A copy of the training agenda for youth recreation leaders is appended. (JHZ)

ED 261 842 RC 015 483

Reifenrath, Gloria; Rowch, Nancy
Tips and Tulips: A Resource Manual for Teachers of Bilingual Students.
Nebraska State Dept. of Education, Lincoln.
PUB DATE- Aug 83
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basic Skills; *Bilingual Education; *Cultural Awareness; Cultural Education; Elementary Secondary Education; *English (Second Language); *Language Skills; *Limited English Speaking; Listening Comprehension; Multicultural Education; Non English Speaking; Oral Language; Reading Instruction; *Second Language Instruction; Teaching Guides; Writing Instruction

Written to assist the classroom teacher of limited or non-English speaking students, this manual suggests ways to teach the four components of language--listening, speaking, reading, and writing. Each component is handled in a separate section that provides theoretical background followed by suggestions for instruction that can be adapted for students of different ages and language levels. Topics covered include the active nature of listening, pronunciation and communicative competence as two aspects of speaking, and reading approaches for students who are literate in their native language compared with those who are pre-literate. The section on speaking provides a taxonomy of situations and topics to be mastered for communicative competence. The section on writing provides examples of drills for controlled compositions and guidelines for evaluating free composition, e.g., correct only those patterns taught in class. Suggestions for reading in the content areas are given, and 13 reading-related games and activities are briefly described. Additional information in the manual includes legal and philosophical considerations in bilingual education, needs of the bilingual child, tips for better inter-cultural understanding, and a checklist for evaluating cultural bias in the curriculum. (JHZ)

ED 261 843 RC 015 485

Muse, Ivan; And Others
A Study of the Performance of Students from Small Country Elementary Schools when They Attend High School, 1985.
PUB DATE- Oct 85
NOTE- 58p.; Paper presented at the National Rural Education Association Conference (Cedar Rapids, IA, October 12-15, 1985).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Administrator Attitudes; Counselor Attitudes; Elementary Secondary Education; High School Students; *Interpersonal Competence; *One Teacher Schools; Questionnaires; Rural Schools; *School Effectiveness; *Small Schools; *Student Adjustment; Student Attitudes
IDENTIFIERS- Montana; Nebraska; South Dakota

Academic and social performance of 204 high school students who had attended one-teacher rural elementary schools in Nebraska, South Dakota, and Montana was investigated to determine if small school students were disadvantaged in a larger high school setting. Data gathered by questionnaires from students, school administrators, and counselors showed that small school students were academically similar to their counterparts from larger schools, tended to have difficulty adjusting to the first year of high school but not to succeeding years, believed their elementary school experiences worthwhile and no disadvantage but would have preferred more students for sports and activities, did not drop out and were not disruptive, and were reported to be well-behaved and as effective in school as other students. Students most frequently reported problems of adjusting to different teachers and different classrooms for each subject and of being accepted socially. Some faculty felt that the students' major problems were more in adjusting to boarding in town rather than adjusting to school. Appendices provide an 18-page description of participating high schools, copies of questionnaires, and a 6-page transcript of student comments. A table compares small school students' achievement test scores with class norms by grade and school. (LFL)

ED 261 844 RC 015 486

Chu, Lily
Rural Women's Vocational Training for National Development.
PUB DATE- Oct 85
NOTE- 23p.; Paper presented at the Rocky Mountain Educational Research Association Conference (Las Cruces, NM, October 23-25, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agricultural Production; Change Strategies; Cultural Influences; *Developing Nations; Economic Change; Economic Development; Educational Needs; *Females; Foreign Countries; Futures (of Society); Human Resources; Productivity; Quality of Life; *Rural Development; Rural Economics; Rural Extension; Rural Population; Sex Discrimination; *Sex Role; Sociocultural Patterns
IDENTIFIERS- Africa; Asia; Pakistan; *Third World

Although women are a crucial element in national rural development, their role continues to be neglected in plans and programs for change--especially in Third World countries. In addition to the burden faced by rural people generally in developing countries, women carry a double burden because of their low social status, high illiteracy rate, lack of control in child bearing, and lack of access to opportunities and power. Although these women are presently making massive contributions in farming, in home related industries, and in other types of productive work that are fundamental to the rural economy, they are seldom counted in the statistics of economic development. The extensive role of women in productive work has serious implications for rural development. The failure to involve women has undermined many rural development projects in the past. Men discussing post-harvest grain losses with extension agents, for example, are talking about the experiences of their women who store the grain. Those responsible for rural development projects must now begin to design new approaches, departing from the traditional home economics and nutrition programs in favor of training women to become cash earners, business handlers, nutrition planners, and farm and irrigation managers. (JHZ)

ED 261 845 RC 015 487

Knox, Stanley C.
Rural Special Education: A Challenge for the System.
PUB DATE- Oct 83
NOTE- 80p.; Paper presented at the National Conference on Building Partnerships for Quality Education in Rural America (Washington, DC, June 28-30, 1984).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Delivery Systems; Disabilities; Educational Administration; *Educational Assessment; Educational Needs; Elementary Secondary Education; Program Content; *Rural Education; School Surveys; Small Schools; *Special Education; Staff Development; State Programs; Teacher Certification; Teacher Education

In an effort to gather information on the status of special education programs in rural areas, visits were made to 33 school districts in 14 states representing 4 different administrative organizations (intermediate school districts, cooperatives, county systems, single districts) and 5 geographical regions. School populations ranged from 850 to 19,600. The percentage of handicapped students served ranged from 5.6% to 18.6%, paralleling national figures. Personnel problems were of major significance. Concerns focused on certification requirements, insensitivity of university training programs to rural needs, and lack of resources for systematic staff development. Programs for severely retarded students in rural schools were numerous but many functioned with problems in early intervention, age-appropriateness and least restrictive environment, curriculum and instruction, and leadership. Nearly one-half of the agencies had no early childhood programs. About one-third of the agencies had well-defined vocational education programs; frequency was highest in the single districts and decreased as the level of cooperation increased. State funding for programs was not consistent. The most frequently cited positive characteristics of state agencies were in the areas of technical assistance and staff development. In terms of availability of service options and scope of programs, the intermediate unit surfaced as an effective method for providing services. (NEC)

ED 261 846 RC 015 488

McConnell, Beverly B.
Parents of Handicapped Program: A Parental Involvement Project for Spanish Speaking Families. Final Report.
Pasco School District 1, Wash.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Nov 84
NOTE- 115p.
GRANT- G0088300356
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accessibility (for Disabled); Children; Comparative Analysis; *Coping; Delivery Systems; *Disabilities; Family Characteristics; Family Problems; *Human Services; *Parent Participation; Questionnaires; Siblings; Social Support Groups; *Spanish Speaking
IDENTIFIERS- *Texas; *Washington

A 1-year, two-state research program attempted to find effective methods to increase the ability of Spanish speaking parents and siblings to cope with the needs of handicapped children and to determine if problems and strategies would differ in the two settings. One group of 33 families was served in a Texas border area; the other 12 families were served in central Washington state. The sites represented extremes in terms of proportion of Spanish speakers in the general population. The study found that Washington families were more likely to be recent immigrants, with lower economic and educational status than their Texas counterparts. Relying on translators, Washington families had a poor understanding of their child's handicapping condition and were less able to deal with the strains it placed on family life. Variables significantly related to positive behaviors on behalf of the handicapped child included: severity of handicap, level of mother's education, cohesive/supportive family structure, mother's knowledge of English, and greater economic resources. In most cases, the mother was the handicapped child's primary caregiver. Key factors for successful recruitment of parents into support efforts were issuing personal invitations, providing transportation, and making parents comfortable about bringing their child to meetings. (NEC)

ED 261 847 RC 015 489

Easton, Stanley E.
Social Studies and Citizenship Education in Rural America: Process and Product.
PUB DATE- Oct 85
NOTE- 29p.; Paper presented at the National Conference on Rural Teacher Education (Bellingham, WA, October 9-11, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Citizenship Education; *Curriculum Evaluation; Educational Quality; Elementary Secondary Education; Instructional Improvement; *Outcomes of Education; Relevance (Education); Research Needs; *Rural Education; Rural Urban Differences; *Social Studies; *Teaching Methods

Analysis of current literature indicates that the process and the outcome of social studies education in rural communities is little different from that in the rest of the country. Despite the excitement surrounding the "Foxfire" program in rural Georgia and the efforts of curriculum innovators, students in rural America are likely to encounter a rather ordinary social studies program. Curriculum materials deemed relevant to the lives of students are scarce in rural classrooms, and few teachers take advantage of community resources or develop their own materials. Studies show that rural youth learn citizenship and social studies knowledge, skills, and attitudes to about the same extent as the majority of their non-rural counterparts. Although rural schools as a class are well within the educational mainstream of the nation, some rural schools offer inferior or superior opportunities for learning. The quality of research done on rural social studies has varied widely, possibly because of the lack of financial support available for research in rural education. Large scale research projects such as the National Science Foundation studies need to be continued and should be used as models for replication in local rural communities. References are included for the 33 studies reviewed in this paper. (JHZ)

DOCUMENT RESUME

ED 261 848 RC 015 490

Alvino, Peter
Migrant Education Program Evaluation: A Local Perspective.
PUB DATE- Oct 84
NOTE- 8p.; Paper presented at the Evaluation Network/Evaluation Research Society Conference (San Francisco, CA, October 10-13, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Developmental Continuity; Educational Improvement; *Evaluation Utilization; *Migrant Education; *Migrant Programs; *Program Evaluation; Standardized Tests; *State Programs; Student Evaluation; Summer Programs; Testing Programs; *Test Use
IDENTIFIERS- *Evaluation Problems; Illinois

Since 1983 the Migrant Education Program Evaluation (MEPE) has collected data about migrant children in summer programs throughout the state of Illinois. Testing is done during the summer months with migrant students in grades 3, 5, and 7. Preliminary screening identifies students who are limited-English speakers, and they are excluded from further testing. Students are given the standardized English Language Arts Test (Scholastic Aptitude Tests). Test materials are sent to a state office for tabulation, and local project directors are notified of the test results. The MEPE has several advantages. Local program directors no longer must rely on internal and often subjective instruments for program evaluation and planning. Because the MEPE uses a nationally normed test, it allows directors to compare migrant children with the general population. It provides information for local education agencies requesting data on migrant children enrolled in summer programs and gives teachers a place to begin instruction during the regular school year. From the local perspective the MEPE has two disadvantages. First, the number of students tested at the local level may be small, raising questions about the validity and usefulness of test results for evaluating local program effectiveness. Second, limited-English speaking children are not tested. (JHZ)

ED 261 849 RC 015 491

Barker, Bruce
Maintaining and/or Expanding Curriculum Offerings in Small and Rural High Schools.
PUB DATE- Oct 85
NOTE- 34p.; Paper presented at the Technology-Based Curriculum Systems Teleconference (Dallas, TX, October 21-23, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Class Organization; College School Cooperation; Community Resources; *Cooperative Programs; Correspondence Study; *Curriculum Development; *Curriculum Enrichment; Delivery Systems; Demonstration Programs; *High Schools; Itinerant Teachers; Mobile Educational Services; *Rural Schools; *Small Schools; Teleconferencing; Telecourses; Videotape Recordings
IDENTIFIERS- Computer Networks; Electronic Blackboards; Interactive Video

Despite increased per pupil cost of programs, facilities, and certified personnel caused by low student enrollments, small rural high schools can offer broad and diverse curricula. This paper briefly describes 31 model programs used by small and rural high schools to maintain or expand curriculum offerings and lists advantages and disadvantages of 24 selected strategies. Programs described include cooperative sharing, use of community resources, correspondence study, special scheduling, audio teleconferencing, videotaping, interactive television, interactive video, satellite systems, and computer networks. Advantages and disadvantages are listed in four tables outlining: in-school options, community and postsecondary resources, cooperative sharing ventures, and technological advances. An appendix lists 35 names and addresses to contact for information about programs mentioned in the paper. (LFL)

Gonzales, Jim L.
Key Issues in Achievement of Educational Continuity for Migrant Students.
Education Commission of the States, Denver, Colo.
PUB DATE- Aug 81
NOTE- 10p.; Prepared for the Education Commission of the States Interstate Migrant Education Task Force Meeting (Seattle, WA, August 17-18, 1981).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agency Cooperation; Cooperative Planning; Cooperative Programs; *Coordination; *Developmental Continuity; *Educational Cooperation; Educational Planning; Elementary Secondary Education; Instructional Development; Interschool Communication; Interstate Programs; *Migrant Education; Remedial Programs; *Student Mobility
IDENTIFIERS- *Continuity

Educational effects of migrant student mobility are reviewed and issues and recommendations for educational continuity are offered for discussion by policymakers. Considerations for discussion of mobility are presented: continuity of age-grade level progression and education/social/health services; agency responsibility; communication requirements; uniformity of instruction; graduation requirements; assessment procedures; record-keeping; materials cross-match indexing; and coordination of instructional, counseling, and administrative components. Issues inhibiting educational continuity are identified: lack of integration of migrant educational services; need for bilingual instruction; ineffective parent advisory councils; lack of coordination among funding and service delivery agencies; problematic special education referrals; inadequate demographic data; interstate differences in competency testing and graduation requirements; inadequate records transfer; lack of communication among programs; and need for flexible programming, career guidance counseling, remedial classes, and uniform curriculum. Three recommendations call for research agenda developed by federal agencies to include needs studies, demographic data, migration patterns, nature of interschool communication, methods for meeting student needs; development of support services and remedial opportunities and innovative planning and administrative procedures; and a national interstate migrant student policy including uniform definitions of migrant students and reporting regulations, coordinated formulas for fund allocation, guides to agency and administrator responsibilities, and federal funding of program coordination and development. (LFL)

ED 261 851 RC 015 493

Serrano, Vicente Z.
Mobility and Continuity: New Ways of Lowering Dropout Rates for Migrant Students through Credit Accrual and Exchange.
Education Commission of the States, Denver, Colo.
PUB DATE- 5 Oct 83
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Dropout Characteristics; Educational Policy; Graduation Requirements; *Migrant Education; *Migrant Problems; Migrant Programs; Secondary Education; Student Mobility; Student Needs; *Student Records; Transfer Policy; *Transfer Programs
IDENTIFIERS- *Continuity; Credit Accrual; *Migrant Student Record Transfer System

The paper explores problems that frequently cause migrant students to become high school dropouts and outlines possible solutions; it chronologically reviews developments to provide continuity in migrant students' secondary education programs; and outlines further needed action. Identified as barriers to completion of high school are the economic necessity for migrant students to work; the negative attitudes of schools toward migrant students; the bewildering array of curriculums, requirements, and class schedules; specific state/local graduation proficiency standards; and access to special educational services because of mobile life styles and/or rural nature of schools. Cited among developments to provide credit accrual/exchange for secondary migrant students are the 1971 Migrant Student Record Transfer System and a 1981 National Policy Workshop on Education for Migrant Secondary Students. A chart outlines solutions, initiatives, and agencies having ultimate control for eight migrant student problems: lack of credit reciprocity, lack of fractional credit transfer, lack of course continuity, language barriers, inconsistent grade placement, inaccessible vocational and special programs, inaccessibility of mandated competency tests, and absence of alternative instruction. Recommended actions are supporting/adopting resolutions of the National Policy Workshop, implementing solutions offered by the Interstate Migrant Secondary Services Program, and explaining these policies/procedures at the state level. (NEC)

ED 261 852 RC 015 498

Weiss, Marvin W.

The Role of the Small/Rural Community Colleges within Their Service Areas.

PUB DATE- Apr 85

NOTE- 7p.; Paper presented at the American Association of Community and Junior Colleges Convention (San Diego, CA, April 15, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Programs; College School Cooperation; *Community Colleges; Community Development; *Community Education; *Community Resources; Intercollegiate Cooperation; Program Descriptions; *School Community Relationship; *School Role; School Size; Shared Facilities; Small Schools; Two Year Colleges

IDENTIFIERS- Northeastern Junior College CO

Small/rural community colleges should be integral parts of the communities they serve, catalysts for community development, and adaptable to community change. Collaboration with community agencies to develop efficient needs-specific programs and to use community residents as resources offer ways for colleges to provide educational courses and activities and to serve as recreational, cultural, and civic centers. Northeastern Junior College (Sterling, Colorado) is immersed in its service area--five counties and thousands of square miles of sparsely populated areas. Examples of Northeastern-community cooperative projects are a legal services referral office, management workshops for local small business owners, a Job Training Partnership Act (JIPA) Summer Youth Training Program, a women's forum addressing concerns of female heads-of-households, daily living skills classes for developmentally disabled adults, workshops on effective participation on boards and committees, cooperative teaching projects with school districts including credit/noncredit courses and a mobile computer instruction program, aid to local farmers in computerizing farm business, health care classes, educational and entertainment programs for senior citizens, job placement services for community residents, and provision of facilities and instruction in cooperation with a four-year college. (LFL)

ED 261 853 RC 015 499

Parry, James D.; Ferrara, Joseph M.
The Potential of Computer-Based Expert Systems for Special Educators in Rural Settings.
Utah State Univ., Logan.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 84
NOTE- 13p.
GRANT- G008400650
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Artificial Intelligence; *Computer Managed Instruction; *Computer Software; Delivery Systems; Educational Technology; Educational Trends; Elementary Secondary Education; Individualized Instruction; Information Services; Instructional Improvement; *Rural Education; *Special Education; *Technological Advancement
IDENTIFIERS- *Access to Information; *Expert Systems; Utah

Knowledge-based expert computer systems are addressing issues relevant to all special educators, but are particularly relevant in rural settings where human experts are less available because of distance and cost. An expert system is an application of artificial intelligence (AI) that typically engages the user in a dialogue resembling the conversation a person might have with an expert consultant. The expert systems could serve as consultants to the educator in addressing issues such as identification, diagnosis, and remediation of problems presented by special education students. A number of computer systems are available or under development that may be of immediate value to rural educators. One such system is the Buggy program which identifies a student's arithmetic misconceptions by analyzing error patterns from test problems worked by the student. Several prototype programs are being developed by the staff of the Special Education AI Project at Utah State University to test the feasibility of using expert systems to solve problems in special education. For example, two CLAS.LD systems provide second opinions regarding the accuracy of the "learning disabled" classification. To prepare themselves to capitalize on the advantages of new technologies such as expert systems, educators in rural settings can develop their technological literacy. (JHZ)

ED 261 854 RC 015 500

Schoggen, Phil
Student Voluntary Participation and High School Size.
PUB DATE- Aug 84
NOTE- 23p.; Paper presented at the American Psychological Association Convention (92nd, Toronto, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Development; *Extracurricular Activities; *High School Seniors; *Outcomes of Education; Personality Development; Public Schools; *School Size; Secondary Education; Small Schools; Social Development; *Student Participation
IDENTIFIERS- *New York

Supporting earlier research evidence showing that participation in school activities is related to later positive cognitive, social, and personality development, the findings of this study suggest that the advantages for the well rounded development of the individual student in small schools--those graduating 150 or fewer students per year--may have been overlooked in the rush to put large numbers of students together in ever larger high schools. The study surveyed 1982 and 1983 yearbook lists of activities of almost 9,000 seniors from 24 central New York state public high schools with senior classes ranging from 21 to 622 students. Findings show that while larger schools offer more activities, smaller schools have higher rates of student participation for both sexes. Especially noteworthy are the much higher percentages of students from larger schools relative to students from small schools showing no participation whatever in any of the school's activities. Evidence indicates that the small schools with their relatively underpopulated settings encourage participation by many students; the students themselves can see they are needed for successful operation of the setting. (NEC)

ED 261 855 RC 015 501

Ediger, Marlow
Philosophy of Hutterite Education.
PUB DATE- 85
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Collective Settlements; Cooperatives; Cultural Traits; *Educational Philosophy; Elementary Secondary Education; Ethnic Groups; Group Experience; Parochial Schools; Philosophy; *Religious Cultural Groups; *Role of Education; *Rural Population; Self Determination; Social Values; *Traditionalism
IDENTIFIERS- Canada; *Hutterites; United States

The approximately 15,000 Hutterites living in the United States and Canada have a long history of development. Their founder, Jacob Hutter, became a martyr in 1536 in what is now Czechoslovakia. From Czechoslovakia, the Hutterites moved to the Ukraine in 1770 and to the United States in 1874. Hutterite philosophy emphasizes both modern and traditional ideas. Modern ideas permit the utilization and ownership of combines, tractors, trucks, telephones to communicate with other Hutterite communes and the outside world, as well as automobiles to transport people. Tradition resides in Hutterite systems of governing their people, language utilized on the bruderhof (commune), communal ownership of property, education of children, and religious beliefs to support their way of living. A central Hutterite belief is conscientious objection to participation in war. Hutterites wish to be segregated from the larger society and maintain their right to educate offspring as they see fit. Character development, morality, and christian ethics are highly significant in Hutterite education. Teachers live on the commune, serve as models to their pupils, and teach in a manner which is accountable to God. Hutterite formal education ends at age 16, but selected adults take high school and university correspondence courses. (NEC)

ED 261 856 RC 015 502

Wallace-Whitaker, Virginia
Even Better Next Time: Making Effective Slide Shows for Rural Social Agencies.

PUB DATE- Jul 84
NOTE- 29p.; Paper presented at the National/Second International Institute on Social Work in Rural Areas (9th, Orono, ME, July 28-31, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advertising; Audiotape Recordings; *Audiovisual Communications; Check Lists; Community Relations; Community Support; Information Dissemination; *Institutional Advancement; Mass Media Effects; Organizational Communication; Persuasive Discourse; *Program Content; Program Guides; Publicity; *Public Relations; Records (Forms); *Rural Areas; Slides; *Social Agencies; Tape Recordings

Practical, detailed steps for producing a slide/tape show are presented in this paper directed to rural social agencies wishing to communicate more effectively with the communities they serve. The paper begins with background information about advertising in relation to the needs and characteristics of rural social agencies and concludes that a thoughtfully prepared slide show, presented by an agency representative such as a social worker, can be a persuasive and effective public relations technique. The bulk of the paper is devoted to specific guidelines for producing a slide/tape show. The topics covered include defining a target audience, using interviews to gather facts, deciding on the program content and theme, writing the script, photographing, producing the sound track, and developing a neighbor-to-neighbor atmosphere. The discussion of photographing the show includes planning strategies, the pros and cons of using amateur vs. professional photography, the importance of using slides from a single source, and the emotional impact of close up shots of human faces. Appendices contain a sample photo release form, a 13-point checklist for a photographer's contract, 16 items to consider in budgeting, and suggestions for personalizing a show for rural communities. References are given for nine related works. (JHZ)

ED 261 857 RC 015 504

Stoeltje, Beverly J.
The Family Partnership on the Ranch.
PUB DATE- Jul 83

NOTE- 11p.; Paper presented at the Conference on Family and Community History (Albuquerque, NM, July 14-17, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Rearing; Family Life; *Family Structure; Farmers; *Farm Management; *Females; Interpersonal Competence; Nuclear Family; *Rural Family; *Sex Role; Social History; Social Networks; Social Responsibility; Spouses; Womens Studies
IDENTIFIERS- *Ranching; *Social Roles; United States (West)

This paper contends that women are as vital as men to the functioning of western ranches where cattle raising--or cattle culture--is central to the social system. The self-sufficient nuclear family is also emphasized, and a ranch couple is described as a business as well as a domestic partnership. Ranch women have four roles: rearing children, teaching ranch skills, and ensuring family continuation; raising cattle by participating as full cowhand and as ranch accountant, coordinator, and administrator; maintaining social relationships and cooperation among family and neighbors through hospitality; and representing the ranch and family in business and social matters where performance reflects on the family. Early Spanish and Mexican culture--in which women owned property, made contracts, and held community property--influenced the development of an active role for women in cattle culture. Each generation has adapted this role to its needs, resulting in the present definition of a ranch family as a partnership and of women's role as an integration of economic and social function, of instrumental purpose and symbolic expression. (LFL)

ED 261 858 SE 045 982

Battista, Michael
Exploring High School Mathematics with Logo.
PUB DATE- 85
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computer Oriented Programs; *Computer Software; *Geometric Concepts; High Schools; *Learning Activities; *Mathematics Instruction; Microcomputers; *Programing; *Secondary School Mathematics; Teaching Methods
IDENTIFIERS- *Logo Programing Language

Having students draw and investigate geometric shapes in a Logo environment is advocated as an excellent way to have them constructively learn geometric concepts. This document illustrates the potential of Logo for getting high school students involved in mathematical explorations by presenting a sequence of seven activities. The activities concern: drawing geometric figures with the Logo turtle, drawing more complicted figures, exploring regular polygons, investigating rotational symmetry, investigating regular star polygons, discovering methods for drawing circles with the turtle, and using Logo to explore coordinate geometry and the Pythagorean Theorem. (MNS)

ED 261 859 SE 045 986

Bhagat, Susheila R., Ed.
Interface: The UN Speaks to American Educators. The Major Speeches by UN Officials at the "Global Crossroads" National Assembly, Washington, DC, May 1984.
United Nations Non-Governmental Liaison Service, New York, NY.
PUB DATE- Dec 84
NOTE- 59p.
AVAILABLE FROM- Non-Governmental Liaison Service (NY), DC2-1103, United Nations, New York, NY 10017.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Children; *Developing Nations; *Development; Economic Development; Females; *Futures (of Society); *Global Approach; Organizations (Groups); *Program Descriptions; Resource Materials
IDENTIFIERS- Canada; *Development Education; Europe; Japan

Development education, the process of sensitizing citizens of industrialized countries to the problems of the third world, and related issues of global development, has gained acceptance among educators in recent years. To respond to this global approach to development, a National Assembly ("Global Crossroads: Educating Americans for Responsible Choices") was convened in Washington, D.C. in May 1984. Educators attending the assembly explored ways to better educate Americans for constructive, peaceful, and responsible participation in this globally, interdependent world. This document provides the four major assembly "addresses." They are: (1) "Global Crossroads: Which Way to the 21st Century" (by Soedjatmoko); (2) "Working Towards Equity" (by Bradford Morse); (3) "The Crisis of the Human Condition: Women in Crisis" (by Lucille M. Mair); and (4) "Children and Crisis" (by James Grant). Also included are some United Nations resources on development education for teachers and descriptive statements on on-going development education activities in other countries. They are: "Development Education in Europe" by Jeanne Vickers and "Development Educaton in Canada and Japan" and "Development Education and the United Nations System" by Angus Archer. (JN)

ED 261 860 SE 045 987

General Science Curriculum Guide. Bulletin 1645.
Louisiana State Dept. of Education, Baton Rouge. Div. of Academic Programs.
PUB DATE- 84
NOTE- 59p.; For other guides in this series, see SE 045 988-995 and SE 045 998-999.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavioral Objectives; Biological Sciences; Competency Based Education; *Course Descriptions; Curriculum Development; Earth Science; *General Science; Physical Sciences; Process Education; *Science Activities; Science Curriculum; Science Education; *Science Instruction; Secondary Education; *Secondary School Science; State Curriculum Guides
IDENTIFIERS- *Louisiana

This curriculum guide, developed to establish statewide curriculum standards for the Louisiana Competency-based Education Program, contains the minimum competencies and process skills that should be included in a general science course. It consists of: (1) a rationale for an effective science program; (2) a list and description of four major goals of science; (3) a list and description of eight basic process skills (such as predicting and classifying) and five integrated processes (such as controlling variables and defining operationally); and (4) a curriculum outline organized into nine major subject areas. For each of these areas performance objectives and corresponding concepts, process skills, and suggested activities are given. The areas are: measurement; earth science; astronomy; biological sciences; energy; chemistry; ecology; space science; and technology (focusing on social implications and careers). A list of audiovisual suppliers and brief comments on evaluation techniques are also provided. (JN)

ED 261 861 SE 045 988

Earth Science Curriculum Guide. Bulletin 1643.
Louisiana State Dept. of Education, Baton Rouge. Div. of Academic Programs.
PUB DATE- 84
NOTE- 95p.; For other guides in this series, see SE 045 987.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavioral Objectives; Competency Based Education; *Course Descriptions; Curriculum Development; *Earth Science; Energy; Process Education; *Science Activities; Science Curriculum; Science Education; *Science Instruction; Secondary Education; *Secondary School Science; State Curriculum Guides
IDENTIFIERS- *Louisiana

This curriculum guide, developed to establish statewide curriculum standards for the Louisiana Competency-based Education Program, contains the minimum competencies and process skills that should be included in an earth science course. It consists of: (1) a rationale for an effective science program; (2) a list and description of four major goals of science; (3) a list and description of eight basic process skills (such as predicting and classifying) and five integrated processes (such as controlling variables and defining operationally); and (4) an eight-part curriculum outline. These parts provide performance objectives correlated with a concept, process skill(s), and suggested activities for each of the following major topic areas: five areas of earth science and introduction to scientific processes; atomic structure; physical geology; historical geology; oceanography; meteorology; astronomy; and energy resources. A list of audiovisual suppliers and brief comments on evaluation techniques are also provided. (JN)

DOCUMENT RESUME

ED 261 862 SE 045 989

K-6 Science Curriculum Guide. Bulletin 1613.

Louisiana State Dept. of Education, Baton Rouge. Div. of Academic Programs.

PUB DATE- 84

NOTE- 516p.; For other guides in this series, see SE 045 987.

LANGUAGE- English

EDRS Price - MF02/PC21 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Behavioral Objectives; Biological Sciences; Competency Based Education; *Course Descriptions; Curriculum Development; Earth Science; Elementary Education; *Elementary School Science; Physical Sciences; Process Education; *Science Activities; Science Curriculum; Science Education; *Science Instruction; *Science Programs; State Curriculum Guides

IDENTIFIERS- *Louisiana

This curriculum guide, developed to establish statewide curriculum standards for the Louisiana Competency-based Education Program, encompasses those standards that must be included in the elementary school (kindergarten to grade 6) science program. It consists of: (1) a rationale for an effective elementary school science program; (2) a list and description of four major goals of science; (3) a list and description of eight basic and five integrated process skills; and (4) a list of skills and curriculum outline for grades K-3 and another list of skills and curriculum outline for grades 4-6. The lists of skills and curriculum outlines are organized according to three broad disciplines: life science (senses, living/nonliving matter, plants, animals, and the human body); earth science (soil, weather, the solar system, and the earth); and physical science (change-space relations, light, sound, air, matter, heat, magnetism, electricity, and simple machines). Included for the topics within the curriculum outline are performance objectives correlated with a concept, process skill(s), and suggested activities. The outline for graphing and measuring skills for grades K-3 and 4-6 is included in appendices. Also included are brief comments on evaluation techniques. (JN)

ED 261 863 SE 045 990

Life Science Curriculum Guide. Bulletin 1614.

Louisiana State Dept. of Education, Baton Rouge. Div. of Academic Programs.

PUB DATE- 84
NOTE- 81p.; For other guides in this series, see SE 045 987.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavioral Objectives; *Biological Sciences; Competency Based Education; *Course Descriptions; Curriculum Development; Process Education; *Science Activities; Science Curriculum; Science Education; *Science Instruction; Secondary Education; *Secondary School Science; State Curriculum Guides
IDENTIFIERS- *Louisiana

This curriculum guide, developed to establish statewide curriculum standards for the Louisiana Competency-based Education Program, contains the minimum competencies and process skills that should be included in a life science course. It consists of: (1) a rationale for an effective science program; (2) a list and description of four major goals of science; (3) a list and description of eight basic process skills (such as predicting and classifying) and five integrated processes (such as controlling variables and defining operationally); and (4) a 10-part curriculum outline. These parts provide performance objectives correlated with a concept, process skill(s), and suggested activities for each of the following major topic areas: scientific method; organization of life (differences between living and non-living things, the cell, unity of functions, and classification); protists; simple plants; plants; lower animals; human biology (body systems); reproduction; heredity and genetics; and ecology. A list of audiovisual suppliers and brief comments on evaluation techniques are also provided. (JN)

ED 261 864 SE 045 991

Physics Curriculum Guide. Bulletin 1661.

Louisiana State Dept. of Education, Baton Rouge. Div. of Academic Programs.
PUB DATE- 84
NOTE- 87p.; For other guides in this series, see SE 045 987.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavioral Objectives; Competency Based Education; *Course Descriptions; Curriculum Development; High Schools; *Physics; Process Education; *Science Activities; Science Curriculum; Science Education; Science Experiments; *Science Instruction; *Secondary School Science; State Curriculum Guides
IDENTIFIERS- *Louisiana

This curriculum guide, developed to establish statewide curriculum standards for the Louisiana Competency-based Education Program, contains the minimum competencies and process skills that should be included in a physics course. It consists of: (1) a rationale for an effective science program; (2) a list and description of four major goals of science; (3) a list and description of eight basic process skills (such as predicting and classifying) and five integrated processes (such as controlling variables and defining operationally); and (4) a six-part curriculum outline. These parts provide performance objectives correlated with a concept, process skill(s), and suggested activities for each of the following major topic areas: measurement; mechanics (forces, motion, momentum, work/power/energy, properties of matter); heat and thermal energy; wave phenomena; electricity and magnetism (electrostatics, direct current circuits, alternating current, magnetism); and atomic and nuclear energy. A list of films from the Louisiana Regional Film Library (arranged by major topic area) and brief comments on evaluation techniques are also provided. (JN)

Physical Science Curriculum Guide. Bulletin 1644.

Louisiana State Dept. of Education, Baton Rouge. Div. of Academic Programs.

PUB DATE- 84
NOTE- 70p.; For other guides in this series, see SE 045 987.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavioral Objectives; Competency Based Education; *Course Descriptions; Curriculum Development; High Schools; Matter; *Physical Sciences; Process Education; *Science Activities; Science Careers; Science Curriculum; Science Education; Science Experiments; *Science Instruction; *Secondary School Science; State Curriculum Guides
IDENTIFIERS- *Louisiana

This curriculum guide, developed to establish statewide curriculum standards for the Louisiana Competency-based Education Program, contains the minimum competencies and process skills that should be included in a physical science course. It consists of: (1) a rationale for an effective science program; (2) a list and description of four major goals of science; (3) a list and description of eight basic process skills (such as predicting and classifying) and five integrated processes (such as controlling variables and defining operationally); and (4) an eight-part curriculum outline. These parts provide performance objectives correlated with a concept, process skill(s), and suggested activities for each of the following major topic areas: nature of science; measurement; forces; work; characteristics of matter; chemistry of matter; energy; magnetism; electricity; light; heat; and careers. A list of 27 science-oriented careers and 27 organizations supplying additional information for each career, a list of reference materials, a list of suggested films available from the Louisiana Department of Education's Educational Film Catalog), a list of audiovisual suppliers, and brief comments on evaluation techniques are also provided. (JN)

ED 261 866 SE 045 993

Chemistry Curriculum Guide. Bulletin 1660.
Louisiana State Dept. of Education, Baton Rouge. Div. of Academic Programs.
PUB DATE- 84
NOTE- 85p.; For other guides in this series, see SE 045 987.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavioral Objectives; *Chemistry; Competency Based Education; *Course Descriptions; Curriculum Development; High Schools; Process Education; *Science Activities; Science Curriculum; Science Education; Science Experiments; *Science Instruction; *Secondary School Science; State Curriculum Guides
IDENTIFIERS- *Louisiana

This curriculum guide, developed to establish statewide curriculum standards for the Louisiana Competency-based Education Program, contains the minimum competencies and process skills that should be included in a chemistry course. It consists of: (1) a rationale for an effective science program; (2) a list and description of four major goals of science; (3) a list and description of eight basic process skills (such as predicting and classifying) and five integrated processes (such as controlling variables and defining operationally); and (4) a 15-part curriculum outline. These parts provide performance objectives correlated with a concept, process skill(s), and suggested activities for each of the following major topic areas: the science of chemistry; mathematics of chemistry; matter and energy; chemical shorthand; stoichiometry and the mole; atomic structure; periodic classification; chemical bonding; physical states of matter; solutions; reaction rate and chemical equilibrium; acids, bases, and salts; oxidation and reduction reactions; nuclear chemistry; and organic chemistry. Resource materials (including lists of suggested films, demonstration sources, and audiovisual suppliers) and brief comments on evaluation techniques are also provided. (JN)

ED 261 867 SE 045 994

Biology Curriculum Guide. Bulletin 1646.
Louisiana State Dept. of Education, Baton Rouge. Div. of Academic Programs.
PUB DATE- 84
NOTE- 59p.; For other guides in this series, see SE 045 987.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavioral Objectives; *Biology; Competency Based Education; *Course Descriptions; Curriculum Development; High Schools; Process Education; *Science Activities; Science Curriculum; Science Education; Science Experiments; *Science Instruction; *Secondary School Science; State Curriculum Guides
IDENTIFIERS- *Louisiana

This curriculum guide, developed to establish statewide curriculum standards for the Louisiana Competency-based Education Program, contains the minimum competencies and process skills that should be included in a biology course. It consists of: (1) a rationale for an effective science program; (2) a list and description of four major goals of science; (3) a list and description of eight basic process skills (such as predicting and classifying) and five integrated processes (such as controlling variables and defining operationally); and (4) a nine-part curriculum outline. These parts provide performance objectives correlated with a concept, process skill(s), and suggested activities for each of the following major topic areas: introduction to biology; cell biology; general reproduction; evolution; genetics; scientific basis of classification; the functioning organism (protists, plants, animals); human anatomy and physiology (examining the skeletal, muscular, digestive, circulatory, excretory, integumentary, respiratory, nervous, endocrine, and reproductive systems); and ecology. The outline is designed to allow flexibility in the teaching of Biology I from either the systematic or the phylogenetic approach. A list of references, a list of audiovisual suppliers, and brief comments on evaluation techniques are also provided. (JN)

ED 261 868 SE 045 995

Computer Science Curriculum Guide. Bulletin 1610. Revised.
Louisiana State Dept. of Education, Baton Rouge. Div. of Academic Programs.
PUB DATE- 83
NOTE- 42p.; For other guides in this series, see SE 045 987.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavioral Objectives; Computer Literacy; *Computer Science; *Computer Science Education; *Course Content; Course Descriptions; Curriculum Development; *Learning Activities; Mathematics Curriculum; Mathematics Education; *Programing; Secondary Education; Secondary School Mathematics; State Curriculum Guides
IDENTIFIERS- *Louisiana

This curriculum guide for computer science was developed to establish statewide curriculum standards for the Louisiana Competency-based Education Program. It consists of: (1) a rationale for and overview of the secondary school mathematics program; (2) a list of five suggestions for using the guide; (3) programming, debugging, and documentation standards; (4) a list of six course goals; and (5) a curriculum outline which contains performance objectives for five topic areas (computer literacy, algorithm construction and flowcharting, steps in writing a program, programming procedures, and optional advanced topics); (6) lists of activities arranged by major topic area; and (7) a list of additional suggested activities. A short bibliography, a list of supplementary materials, and brief comments on evaluative techniques in computer science are also provided. (JN)

ED 261 869 SE 045 996

Instructional Material for Forestry Judging. Revised 1984. Bulletin 1697.

Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.

PUB DATE- 84
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Agricultural Skills; *Competition; *Forestry; Map Skills; Natural Resources; State Programs; *Trees; *Youth Agencies
IDENTIFIERS- *Future Farmers of America; *Louisiana

This document serves as a study guide for Louisiana's Future Farmers of America (FFA) is preparing for area and state forestry contests. General contest rules and competition section sub-rules are provided for the participants. Information and directives are outlined on specific topics. They include: (1) tree identification (with an index of Louisiana's commercially used trees); (2) timberstand improvement and/or thinning (including a study guide and contest sub-rules); (3) tree measurement (emphasizing measurement of standing trees); (4) compass pacing (explaining the nature and procedures of pacing); (5) map reading (containing legal descriptions); and (6) a site index (listing contest rules and providing a score sheet). (ML)

ED 261 870 SE 045 998

Consumer Mathematics Curriculum Guide. Bulletin 1606. Revised.

Louisiana State Dept. of Education, Baton Rouge. Div. of Academic Programs.

PUB DATE- 84
NOTE- 52p.; For other guides in this series, see SE 045 987.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavioral Objectives; Competency Based Education; Consumer Education; Course Descriptions; *Curriculum Guides; Instructional Materials; *Learning Activities; *Mathematics Curriculum; Mathematics Instruction; Secondary Education; *Secondary School Mathematics; State Departments of Education
IDENTIFIERS- *Consumer Mathematics; *Louisiana

This curriculum guide for consumer mathematics was developed to establish statewide curriculum standards for the Louisiana Competency-based Education Program. Following an overview of the secondary school mathematics curriculum, 15 goals for the consumer mathematics course are listed. A pacing chart with suggested time periods for each major topic is given. This is followed by the curriculum outline and performance objectives for each of the eight topics: personal finances, transportation, housing, taxes, insurance, money saving activities, investment, and budgeting. In the next section, activities are detailed for the various topics. A list of references and resource materials is included. Evaluative techniques are briefly discussed, and an answer key is provided. (MNS)

ED 261 871 SE 045 999

Business Mathematics Curriculum Guide. Bulletin 1612. Revised.
Louisiana State Dept. of Education, Baton Rouge. Div. of Academic Programs.

PUB DATE- 84
NOTE- 83p.; For other guides in this series, see SE 045 987.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavioral Objectives; Business Education; Competency Based Education; Course Descriptions; *Curriculum Guides; Instructional Materials; *Learning Activities; *Mathematics Curriculum; Mathematics Instruction; Secondary Education; *Secondary School Mathematics; State Departments of Education
IDENTIFIERS- *Business Mathematics; *Louisiana

This curriculum guide for business mathematics was developed to establish statewide curriculum standards for the Louisiana Competency-based Education Program. Following an overview of the secondary school mathematics curriculum, eight goals for the business mathematics course are listed. A pacing chart with suggested time periods for each major topic is given. This is followed by the curriculum outline and performance objectives for each of the eight topics: the bank, the wage earner, small business, operations of the small business, problems of small business, the manufacturer, taxes, and stocks (optional). In the next section, activities are detailed for the various topics. Evaluative techniques are briefly discussed, and an answer key is provided. (MNS)

Halsey, Linda B., Ed.; Sweeley, Charles C., Ed.
Science Career Magazine.
PUB DATE- 85
NOTE- 49p.
AVAILABLE FROM- Science Career Magazine, 212 Biochemistry Dept., Michigan State Univ., E. Lansing, MI 48824 ($2.00 prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Anatomy; Biochemistry; Biology; *Career Awareness; Chemistry; Engineering; *Engineers; *Females; Microbiology; Minority Groups; Pharmacology; Physics; Physiology; *Science Careers; Science Education; *Scientists; Secondary Education; *Secondary School Science; Space Sciences

This magazine is designed for teachers and students in junior and senior high schools. It is intended to help students become more aware about what scientists and engineers do, what's new and exciting in the fields of science and engineering, and what satisfactions might be expected from a career in one of the many different areas of science and engineering. It contains descriptions of 10 disciplines with short autobiographical statements prepared by scientists or engineers in that discipline. These disciplines are: anatomy (Eldridge F. Johnson); biochemistry (John Law, Franklin D. Hamilton, Bradley T. Sheares, Robert Barker, and John Pierce); biology (Clarice Gaylord, Clifton Poodry, Evelyn Rivera, and DeLill Nasser); chemistry (Bert Fraser-Reid, Henry Taube, Anne Swanson, and Ignacio Tinoco); engineering (John Slaughter and Robert V. Edwards); microbiology (Ramon Pinon, Gerald V. Stokes, and Keith R. Yamamoto); pathology (Eugene W. Adams and Tracie E. Bunton); pharmacology (Yvonne Clement-Courmier, Janice Stickney, Paul Sato, and Stuart Taylor); physics (Homer Neal, Walter Massey, Michael Nieto, and Eugene Tademaru; and physiology (Sarah Gray). A special feature on women and minorities in space is included, with statements prepared by Sally Ride, Guy Bluford, and Franklin Chang-Diaz. (JN)

ED 261 873 SE 046 003

1985 Cancer Facts and Figures.

American Cancer Society, Inc., New York, N.Y.

PUB DATE- Jan 85
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - General (130) Numerical/Quantitative Data (110)
DESCRIPTORS- Age; *Cancer; Children; Costs; *Death; *Disease Control; *Disease Incidence; Nutrition; Professional Education; Public Education; Race; *Smoking; Statistical Data
IDENTIFIERS- *American Cancer Society

Information and statistical data about cancer are provided in seven categories. They include: (1) basic cancer data (considering how cancer works, trends in diagnosis and treatment, new cancer cases and deaths for 1985, and other areas); (2) major cancer sites (discussing lung cancer, colorectal cancer, breast cancer, 5-year survival rates/trends for selected sites for 1950-54 to 1977-81, leukemia, and other areas); (3) cancer by age and race (including data on cancer in children and trends in survival by site of cancer by race); (4) prevention (examining primary prevention, secondary prevention, nutrition and cancer, early detection of colorectal cancer, and smoking); (5) cancer control (discussing public education, professional education, service and rehabilitation, costs of cancer, and 30-year trends in age-adjusted cancer death rates per 100,000 population); (6) research (examining the relationship between the American Cancer Society (ACS) and research, discussing cancer and the environment, and providing data on ACS research grants and fellowships for the fiscal year ending on August 31, 1984; and (7) the American Cancer Society (with information on allocation of ACS funds for 1983-84, sources of ACS income, cancer's seven warning signals, cancer around the world, and comprehensive cancer centers). Data are provided in charts and tables when applicable. (JN)

ED 261 874 SE 046 004

Moore, John A.; And Others
Science as a Way of Knowing I--Evolutionary Biology. Proceedings of the annual session of Science as a Way of Knowing (1st, Philadelphia, PA, December 27-30, 1983).
American Society of Zoologists, Thousand Oaks, CA.
PUB DATE- 84
NOTE- 115p.; Papers presented at the Annual Meeting of the American Society of Zoologists (Philadelphia, PA, December 27-29, 1983).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Collected Works - Serials (022)
DESCRIPTORS- Audiovisual Aids; *Biology; *College Science; *Evolution; Higher Education; *Instructional Improvement; *Science Education; *Science Instruction
IDENTIFIERS- *Science as a Way of Knowing Project

"Science as a Way of Knowing" is a project of the education committee of the American Society of Zoologists and 11 other organizations. The goal of the project is to offer suggestions for making the teaching of biology at the college and university level more effective. Each year the project focuses on an important subfield of biology and: (1) sponsors a symposium on the topic area; (2) develops a film program; (3) publishes an essay with an extensive bibliography; and (4) publishes the symposium proceedings. The proceedings of the 1984 symposium on evolutionary biology are presented in this document. Articles included are: "Science as a Way of Knowning--Evolutionary Biology: Opening Remarks" and "Science as a Way of Knowing--Evolutionary Biology" (John A. Moore); "The Arrogance of Ignorance-Ingoring the Ubiquitous" (William V. Mayer); "The Shame of Science Education" (E. Peter Volpe); "Science as a Way of Knowing-Evolution: The Biology of Whole Organisms" (Marvalee H. Wake); "Science as a Way of Knowing-Molecular Evolution" (Bruce R. Levin); and "Films, Filmstrips, and Videotapes in Evolutionary biology" (Nathan H. Hart). (JN)

ED 261 875 SE 046 005

Moore, John A.; And Others

Science as a Way of Knowing II--Human Ecology. Proceedings of the annual session of Science as a Way of Knowing (2nd, Denver, CO, December 27-30, 1984).

American Society of Zoologists, Thousand Oaks, CA.

PUB DATE- 85

NOTE- 264p.; Papers presented at the Annual Meeting of the American Society of Zoologists (Denver, Co, December 27-30, 1984).

AVAILABLE FROM- John A. Moore, Dept. of Biology, University of California, Riverside, CA 92521.

LANGUAGE- English

EDRS Price - MF01/PC11 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Collected Works - Serials (022)

DESCRIPTORS- Audiovisual Aids; *Biology; *College Science; *Ecology; Higher Education; *Instructional Improvement; Science Education; *Science Instruction

IDENTIFIERS- *Human Ecology; *Science as a Way of Knowing Project

"Science as a Way of Knowing" is a project of the education committee of the American Society of Zoologists and 11 other organizations designed to offer suggestions for making the teaching of biology at the college and university level more effective. Each year the project focuses on an important subfield of biology and: (1) sponsors a symposium on the topic area; (2) develops a film program; (3) publishes an essay with an extensive bibliography; and (4) publishes the symposium proceedings. The proceedings of the 1985 symposium on human ecology are presented in this document. Articles included are: "Science as a Way of Knowing--Human Ecology: Opening Remarks" and "Science as a Way of Knowing--Human Ecology" (John A. Moore); "Human Ecology for Introductory Biology Courses: An Overview" (Paul R. Ehrlich); "The Human Population: Size and Dynamics" (Anne H. Ehrlich); "Science as a Way of Knowing: Man and Food" (John L. Fischer); "On the Trail of Atmospheric Mutagens and Carcinogens: A Combined Chemical/Microbiological Approach" (James N. Pitts, Jr.); "Trends in Health-Ecological Consequences for the Human Population" (Lester Breslow); "Ecological Aspects of Disease and Human Populations" (Robert M. May); "Man and the Sea-The Ecological Challenge" (G. Carleton Ray); "Human Ecology: The Subsersive, Conservative Science" (Garrett Hardin); and "Films and Videotapes in Human Ecology" (Gary Anderson and Nathan H. Hart). (JN)

ED 261 876 SE 046 006

The Helping Book: Fourth Grade Math. For Parents of ECIA, Chapter 1, Fourth Grade Students. Bulletin 1736.

Louisiana State Dept. of Education, Baton Rouge.

PUB DATE- 82

NOTE- 100p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Basic Skills; Computation; *Drills (Practice); Elementary Education; *Elementary School Mathematics; Grade 4; Instructional Materials; *Learning Activities; *Mathematics Instruction; Mathematics Skills; Number Concepts; *Parent Participation; *Remedial Instruction; Worksheets

IDENTIFIERS- *Louisiana

This booklet was prepared for the parents of fourth-grade children who are participating in Chapter 1 programs in Louisiana. Activities which will give children practice with each of the mathematics skills on the fourth-grade Louisiana Basic Skills Test are included. For each skill there are at least two pages of practice, plus a test question similar to an item on the Basic Skills Test. The activities involve numeration, whole number operations, fractions and operations, relations and functions, measurement and estimation, geometry, and problem solving. Answer keys are included. (MNS)

ED 261 877 SE 046 007

The Helping Book: Fifth Grade Math. For Parents of ECIA, Chapter 1 Fifth Grade Students. Bulletin 1744.

Louisiana State Dept. of Education, Baton Rouge.

PUB DATE- 82
NOTE- 146p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Basic Skills; Computation; *Drills (Practice); Elementary Education; *Elementary School Mathematics; Grade 5; Instructional Materials; *Learning Activities; *Mathematics Instruction; Mathematics Skills; Number Concepts; *Parent Participation; *Remedial Instruction; Worksheets
IDENTIFIERS- *Louisiana

This booklet was prepared for the parents of fifth-grade children who are participating in the Chapter 1 programs in Louisiana. Activities which will give children practice with every mathematics skill which must be learned before going to grade 6 are included. For each skill there are at least two pages of practice plus a test question similar to an item on the Louisiana Basic Skills Test. The activities involve numeration, whole number operations, fractions, decimals, relations and functions, measurement and estimation, geometry, and problem solving. Answer keys are included. (MNS)

DOCUMENT RESUME

ED 261 878 SE 046 009

Generation: Portrait of the United Nations Development Programme, 1950-1985.

United Nations Development Programme, New York, NY. Div. of Information.

REPORT NO.- ISBN-92-1-126001-9
PUB DATE- 85
NOTE- 84p.
AVAILABLE FROM- United Nations Publications, Room DC2-0853, New York, NY 10017 ($10.50).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Developing Nations; *Development; Economic Development; *International Cooperation; *International Programs; *Technical Assistance
IDENTIFIERS- Algeria; Dominican Republic; Senegal; Sri Lanka; *United Nations Development Program

In one generation, development progress has transformed the prospects for humankind, and international cooperation has been a catalyst. Technical assistance for developing countries through two predecessor organizations of the United Nations Development Programme (UNDP) had small beginnings in 1950, and grew to become a multimillion dollar enterprise. This "portrait" shows the evolution of this endeavor over the last 35 years. It looks at how development is changing, and how UNDP is also adapting to new circumstances and needs. Expanding services, a broader resource base, and closer coordination of external assistance are giving UNDP a new look. Also included are four country profiles, illustrating the design, scope, delivery, and national impact of UNDP assistance over the years. These countries are the Dominican Republic, Sri Lanka, Algeria, and Senegal. A complete listing is given of the major components in the participation of over 180 countries and territories (developed and developing) in the program since its inception. The document concludes with an extract from testimony given in May 1985 by a former UNDP/UNESCO international expert to a parliamentary committee in his home country (a major donor to UNDP) about on-the-ground experience in technical cooperation. (JN)

ED 261 879 SE 046 010

Gold, Howard, Ed.
Making the Connection: Disarmament, Development and Economic Conversion. A Reader.
United Nations Non-Governmental Liaison Service, New York, NY.
REPORT NO.- 85-43212
PUB DATE- Jan 85
NOTE- 228p.; For a related document, see SE 046 011.
AVAILABLE FROM- United Nations Non-Governmental Liaison Service, DC2-1103, United Nations, New York, NY 10017 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Journal Articles (080) Reports - General (140)
DESCRIPTORS- Developed Nations; Developing Nations; Development; *Disarmament; *Economic Development; Employment Practices; Expenditures; Government Role; *Industry; National Defense; Retraining; *Socioeconomic Influences; World Problems
IDENTIFIERS- *Economic Conversion; *Military Spending

This document consists of articles which have been selected to provide insight into different aspects of the relationship between the two most pressing and challenging issues of the current time. The first is the need to achieve a just level of economic development for two-thirds of the world's population that live in poverty. The second is the economic, social, and moral imperative to achieve global disarmament. The attempt in selecting the articles was not to provide a new or original conceptualization of disarmament and development. Rather, the attempt is to present a broad range of the more provocative ideas that have been advanced to date, highlighting the main sources of current information and identifying those organizations whose work and research are providing a strong base for further work on crucial issues. The papers are organized under these headings: introduction (part of the Brandt Commission report which describes the crippling effects that arms spending has on economic development); military spending and its socio-economic consequences; arms trade and production; the military economy and conversion to civilian production; plant closings and conversion; and conclusion (which examines economic conversion and offers suggestions to the questions left open by the Brandt Commission's introduction). (JN)

ED 261 880 SE 046 011

Gold, Howard, Ed.
Making the Connection: Disarmament, Development and Economic Conversion. A Resource Guide.
United Nations Non-Governmental Liaison Service, New York, NY.
REPORT NO.- 85-43213
PUB DATE- Jan 85
NOTE- 208p.; For a related document, see SE 046 010.
AVAILABLE FROM- United Nations Non-Governmental Liaison Service, DC2-1103, United Nations, New York, NY 10017 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reference Materials - General (130) Reference Materials - Bibliographies (131)
DESCRIPTORS- Audiovisual Aids; Conferences; Development; *Disarmament; Economic Change; *Economic Development; *Federal Legislation; Industry; *Information Sources; International Relations; *National Defense; Organizations (Groups); Program Descriptions; Resource Materials; *World Problems
IDENTIFIERS- *Economic Conversion; Proposed Legislation

This nine-part guide provides resources on various topics and issues related disarmament, development, and economic conversion. They include: (1) recent publications (with their tables of contents provided, when applicable); (2) research institutes; (3) non-governmental organizations with primary contacts for information; (4) research and information sources (arranged according to four areas, namely, disarmament-development, military issues and economics, economic conversion, and miscellaneous); (5) audio-visual materials; (6) proposed legislation; (7) sources of information on military spending and arms policy, presented in three sections, namely, the Bibliographic Survey from the International Institute for Strategic Studies (London), United States government, and military-industrial complex; (8) economic conversion conferences; and (9) two bibliographies. The first is an annotated bibliography of recent publications in five categories; the second is a two part bibliography of items related to economic consequences of armament and economic consequences of disarmament. The majority of the resources provided include descriptions and, when applicable, the names and addresses of contact persons. (JN)

ED 261 881 SE 046 012

Cassidy, Kevin, Ed.
After Mexico: NGOs and the Follow-Up to the International Conference on Population. Summary Report of the Annual NGO/UNFPA Consultation on Population in New York (4th, Church Centre, New York, March 6, 1985).
United Nations Non-Governmental Liaison Service, New York, NY.

PUB DATE- 85
NOTE- 50p.
AVAILABLE FROM- UN Non-Governmental Liaison Service (New York), Room DC2-1103, United Nations, New York, NY 10017 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Decision Making; Environmental Education; Family Planning; Females; Financial Support; Government Role; *Organizations (Groups); Overpopulation; *Policy; *Population Education; *Population Growth; *Population Trends; Program Implementation

This document consists of three parts. Part I is a summary report of the Fourth Annual Non-Governmental Organizations/United Nations Fund for Population Activities (NGO/UNFPA) Consultation on Population. It includes: an opening statement by David Poindexter; presentations by Bradman Weerakoon ("Opportunities for Action") and Sheldon Segal ("Global Population Realities"); a panel discussion on patterns of NGO action (with panelists Hernan Sanhueza, Barbara Hertz, Kaval Gulhati, Mohammed Satar, and Werner Fornos); reports from eight workshop groups (including groups focusing on population and children, youth, and the aging); additional presentations by Barbara Hertz ("Financing Global Population Programs"), Rafael M. Salas ("Implementation of the Mexico Mandate"), and Werner Fornos ("The Next Major Step"); and biographical information on the speakers. Part II provides recommendations, excerpted from the final report of the 1984 International Conference on population, which specifically refer to NGOs. Part III provides some useful background material for population education. They include excerpts from a UNFPA report titled "The State of World Population 1984" (considering such topics as life expectancy, mortality rates, fertility, and morbidity patterns and causes of death) and a world population chart (presenting, by world and country data on total population, crude birth rate for 1980-85, and other categories). (JN)

ED 261 882 SE 046 013

Litter Control, Waste Management, and Recycling Resource Unit, K-6. Bulletin 1722.

Louisiana State Dept. of Education, Baton Rouge.

PUB DATE- 85
NOTE- 98p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Conservation (Environment); Elementary Education; *Environmental Education; *Learning Activities; Natural Resources; Physical Environment; Pollution; *Recycling; Units of Study; Waste Disposal; *Wastes
IDENTIFIERS- *Litter Education Programs; *Louisiana; Renewable Resources

This unit provides elementary teachers with ideas for assisting their students in developing an understanding and appreciation of sound resource use. It contains projects and activities that focus on both the litter problem and on waste management solutions. These materials can be adapted and modified to accommodate different grade levels and content areas. Many of the activities employ a "hands-on" approach which is intended to increase environmental consciousness and personal responsibility for the environment. The unit contains: (1) a list of 39 activities; (2) a glossary for teacher reference that can be adapted for student use; (3) a recycling fact sheet; (4) litter control slogans/bulletin board captions; (5) lists and descriptions of resource materials; (6) addresses of recyclers in Louisiana; (7) illustrations of recycling activities; (8) incentive award suggestions; (9) a skit on litter control; and (10) lyrics and music for the song, "Clean is King." (ML)

ED 261 883 SE 046 014

Berkowitz, Marion, Ed.; Kamsar, Joseph W., Ed.

Technological Literacy and the Science Curriculum. Curriculum Conference (Convent Station, New Jersey, March 27, 1985). Summary Report.

New Jersey Science Supervisors Association.; New Jersey Science Teachers Association, Inc., Hackensack.

PUB DATE- 85

NOTE- 25p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Curriculum Development; Elementary Secondary Education; Instructional Materials; *Science Curriculum; *Science Education; *Science Instruction; Science Programs; Scientific Literacy; *Technological Literacy; *Technology

IDENTIFIERS- *Science and Society

A conference was held to create further impetus in the direction of improving a "K-12-all-students-science-technology" delivery program. The proceedings of the conference are provided in this document. They include: (1) an introduction; (2) highlights of the keynote address by F. James Rutherford (suggesting that teachers take initiative for needed reforms); (3) excerpts from the "Report of the Governor's Commission on Science and Technology" for New Jersey (with recommendations concerning science and technology education); (4) summaries of seven papers (discussing what technological literacy really means, technological literacy and the science curriculum, "The Brain" high school materials, a funded New Jersey junior high/middle school science/technology teaching project, and other topics); (5) a description of the Science Teachers and Scientists Interaction Project; (6) summaries of discussion/brainstorming sessions (examining the nature of technological literacy, how and when to teach it, and how to utilize technology in teaching to best develop technological literacy); and (7) the National Science Teachers Association definition of scientific and technological literacy. (JN)

ED 261 884 SE 046 015

Mayer, William V.; McInerney, Joseph D.

Genetically-Based Biologic Technologies. Biology and Human Welfare.

International Union of Biological Sciences. Commission for Biological Education.; United Nations Educational, Scientific and Cultural Organization, Paris (France). Div. of Science, Technical and Vocational Education.
PUB DATE- 84
NOTE- 45p.
AVAILABLE FROM- Unesco, 7, place de Fontenoy, 75700 Paris, France.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Agriculture; *Biology; *DNA; Ethics; *Genetic Engineering; Genetics; *Medicine; Safety; Science Education; Secondary Education; *Secondary School Science; Social Problems
IDENTIFIERS- *Biotechnology

The purpose of this six-part booklet is to review the current status of genetically-based biologic technologies and to suggest how information about these technologies can be inserted into existing educational programs. Topic areas included in the six parts are: (1) genetically-based technologies in the curriculum; (2) genetic technologies (reviewing basic genetics and examining recombinant DNA and fermentation); (3) genetic technologies in medicine (discussing genetic screening and diagnosis, gene therapy, and hybridomas); (4) genetic technologies in agriculture (considering pests and pathogens, nitrogen fixation, photosynthesis, ability to withstand unfavorable environmental conditions, improving the storage of proteins in seeds, tissue culture, and livestock); (5) social and ethical issues in genetic technology (discussing safety, biotechnology as business, and the application of genetic technology to humans); and (6) the future of biotechnology. A glossary and 11-item annotated bibliography are included. (JN)

ED 261 885 SE 046 016

Spellerberg, Ian F.; Pritchard, Alan J.

Ecology, Ecosystem Management and Biology Teaching. Biology and Human Welfare.

International Union of Biological Sciences. Commission for Biological Education.; United Nations Educational, Scientific and Cultural Organization, Paris (France). Div. of Science, Technical and Vocational Education.
PUB DATE- 84
NOTE- 65p.
AVAILABLE FROM- Unesco, 7, place de Fontenoy, 75700 Paris, France.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Biology; Curriculum Design; Curriculum Development; *Ecology; *Environmental Education; Learning Strategies; Natural Resources; Science Education; *Science Instruction; Secondary Education; *Secondary School Science; *Teaching Methods

This six-chapter document (part of a series on biology and human welfare) focuses on ecology, ecosystem management, and biology teaching. Chapter 1 discusses the basic elements of ecology (considering organisms and their environment, populations, and communities and ecosystems). Chapter 2 describes several aspects of human ecology and resources (focusing on populations, natural resources, and ecosystem disruption). Chapter 3 provides examples of ecosystem management (examining ecosystems in agriculture, marine and freshwater ecosystems, forest ecosystems, and wildlife management). Chapter 4 considers the relationship between ecology, ecosystem management, and education. Chapter 5 focuses on various topics and issues related to ecology, environmental education, and curriculum design. The distinction between knowledge studies and issue studies, implications of concerns about conservation and environmental issues for biology instruction, and objectives of and instructional strategies for biology curricula and programs with an ecological dimension are among these topics. Chapter 6 offers and describes various teaching and learning strategies, including a seven-stage program of work centered on problems of pest control. Also included is a list of difficulties and confusions traditionally associated with the teaching of ecology and a consideration of how they can be eliminated. (A list of references and resources is appended.) (JN)

ED 261 886 SE 046 017

Tribe, Michael; Pritchard, Alan J.

Biological Systems, Energy Sources, and Biology Teaching. Biology and Human Welfare.

International Union of Biological Sciences. Commission for Biological Education.; United Nations Educational, Scientific and Cultural Organization, Paris (France). Div. of Science, Technical and Vocational Education.
PUB DATE- 84
NOTE- 61p.
AVAILABLE FROM- Unesco, 7, place de Fontenoy, 75700 Paris, France.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Alternative Energy Sources; *Biology; Curriculum Design; Curriculum Development; Ecology; *Energy; Environmental Education; *Fuels; Learning Strategies; *Photosynthesis; Science Education; *Science Instruction; Secondary Education; *Secondary School Science; Teaching Methods
IDENTIFIERS- *Biofuels; Biomass

This five-chapter document (part of a series on biology and human welfare) focuses on biological systems as energy sources and on the teaching of this subject area. Chapter 1 discusses various topics related to energy and ecology, including biomass, photosynthesis and world energy balances, energy flow through ecosystems, and others. Chapter 2 discusses the importance and reactions of photosynthesis. Chapter 3 examines various aspects of biofuels, including methane (biogas production, advantages and disadvantages of anaerobic biogas generators, biogas economics, and others). Chapter 4 offers a curriculum guide for teaching about biological systems as energy sources. It shows how the teaching of this subject area fits the aims of secondary school science education; offers suggestions for developing and implementing curricula which incorporate topics on biological systems as energy sources; and presents (in chart format) environmental aspects of biological education, listing concepts, principles, and/or topics with related practical experiences, teaching strategies, and values/skills fostered. Chapter 5 offers and describes various teaching and learning strategies, including descriptions of three student activities (such as making a model biogas generator). A list of references and resources is included. (JN)

ED 261 887 SE 046 018

Rao, A. N.; Pritchard, A. J.
Agriculture and Biology Teaching. Biology and Human Welfare.
International Union of Biological Sciences. Commission for Biological Education.; United Nations Educational, Scientific and Cultural Organization, Paris (France). Div. of Science, Technical and Vocational Education.
PUB DATE- 84
NOTE- 70p.
AVAILABLE FROM- Unesco, 7, place de Fontenoy, 75700 Paris, France.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Agricultural Production; *Agriculture; *Biology; Curriculum Design; Curriculum Development; *Ecology; Environmental Education; Food; Learning Strategies; Science Education; *Science Instruction; Secondary Education; *Secondary School Science; *Teaching Methods
IDENTIFIERS- *Biotechnology

This six-chapter document (part of a series on biology and human welfare) focuses on agriculture and the teaching of this subject area. Major topic areas considered in the first five chapters are: (1) the development of agriculture; (2) agricosystems (considering agriculture as an ecosystem, land utilization and soils, soils and food production, irrigation, and others); (3) agricultural development and food production (examining agriculture and economics, crop zones, agrochemicals, and others); (4) biotechnology and agriculture (considering plant tissue culture, biofertilizers, animal husbandry, and others); and (5) agriculture, people, and food (discussing malnutrition, protein foods, future prospects, and others). The sixth chapter is a curriculum guide for teaching about agriculture in biology courses. Comments on how the subject fits into secondary school biology courses, descriptions of various teaching and learning strategies, and a chart on agricultural aspects of biological education (listing areas of concern and concepts, principles, and/or topics with related practical experiences, teaching/learning strategies, and values/skills fostered) are included. A list of references and resources is also included. (JN)

ED 261 888   SE 046 019

Schaefer, G.; And Others
Health Education and Biology Teaching. Biology and Human Welfare.
International Union of Biological Sciences. Commission for Biological Education.; United Nations Educational, Scientific and Cultural Organization, Paris (France). Div. of Science, Technical and Vocational Education.
PUB DATE- 84
NOTE- 45p.
AVAILABLE FROM- Unesco, 7, place de Fontenoy, 75700 Paris, France.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biology; Curriculum Development; Elementary School Science; Elementary Secondary Education; *Health; *Health Education; *Science Education; *Science Instruction; Secondary School Science; *Teaching Methods

This three-chapter document (part of a series on biology and human welfare) focuses on the teaching of health concepts in biology courses. Health education (as used in this document) is aimed at achieving a state of health consisting of these five elements: body health; mental health; environmental health; social health; and transcendental health. Chapter 1 discusses concepts of health, examining ways to determine students' conceptions of health. Two sample instruments are included. Chapter 2 is a curriculum guide for teaching about health in biology courses. It includes a model for teaching health education through biology, a list of behavioral objectives, and charts (one for elementary and another for secondary school) showing how to fit the teaching of health topics into biology syllabi. These charts list biological topics with suggested health topics, suggested activities, and skills fostered. Chapter 3 offers various general and specific instructional strategies, including criteria for selecting which teaching methods to use and discussions of teaching for social relevance and with a focus on values. An annotated bibliography of references and resources is included. (JN)

ED 261 889 SE 046 020

Murphy, Richard C.

Wet and Wild: A Multidisciplinary Marine Education Teacher Guide, Grades K-6. Unit I. The Physical Ocean: Wet, Wild, and Deep = Humedo y Salvaje. Primera Unidad. El Oceano Fisico: Humedo, Salvaje y Profundo.

University of Southern California, Los Angeles. Inst. for Marine and Coastal Studies.

SPONS. AGENCY- National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.

REPORT NO.- ISBN-0-89755-015-3; USCSG-ME-01-83

PUB DATE- 83

NOTE- 171p.

GRANT- 04-7-158-44113; 04-8-M01-186

LANGUAGE- English; Spanish

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- *Climate; Elementary Education; Elementary School Science; *Environmental Education; *Learning Activities; *Marine Education; Navigation; *Oceanography; Physical Geography; *Science Activities; Science Education; Units of Study; Weather

Topics and activities related to the physical ocean are the focus of this multidisciplinary, marine education teaching guide for students in kindergarten through grade 6. The guide is divided into seven sections (labeled A through G). The first six sections consist of various kinds of activities, with the appropriate grade levels (K-6, K-3, or 4-6) indicated. Each activity includes an objective, list of materials, suggested questions, instructional strategies, and when applicable, laboratory procedures and suggestions for additional work. Topics these sections examine include: (1) what is so special about water; (2) how oceans affect climate; (3) how currents affect people crossing oceans; (4) how ocean waves affect the coastline; (5) land beneath the sea; and (6) how the oceans make people feel. The final section provides supplementary activities and resources, including a card game, a list of resources, a word search game, a bibliography, and a list of films. (JN)

ED 261 890 SE 046 021

Murphy, Richard C.

Wet and Wild: A Multidisciplinary Marine Education Teacher Guide, Grades K-6. Unit II. Ocean Management: Who Owns the Sea? =Humedo y Salvaje. Segund Unidad. El Manejo de los Oceanos: Quien Es el Dueno de los Mares?

University of Southern California, Los Angeles. Inst. for Marine and Coastal Studies.

SPONS. AGENCY- National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.

REPORT NO.- ISBN-0-89755-016-1; USCSG-ME-02-83

PUB DATE- 83

NOTE- 66p.

GRANT- 04-7-158-44113; 04-8-M01-186

LANGUAGE- English; Spanish

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Educational Games; Elementary Education; Elementary School Science; *Environmental Education; *Learning Activities; *Marine Education; *Oceanography; Recreation; *Science Activities; Science Education; Social Studies; Units of Study

IDENTIFIERS- *Ocean Management

Topics and activities related to ocean management are the focus of this multidisciplinary, marine education teaching guide for students in kindergarten through grade 6. The guide is divided into four sections (labeled A through D). The first three sections consist of various kinds of activities, with the appropriate grade levels (K-6, K-3, or 4-6) indicated. Each activity includes an objective, list of materials, suggested questions, instructional strategies, and when applicable, laboratory procedures and suggestions for additional work. Topics these sections examine include: (1) who owns the sea; (2) coastal management; and (3) limits to ocean resources. The final section provides a bibliography and list of films. (JN)

ED 261 891 SE 046 022

Murphy, Richard C.

Wet and Wild: A Multidisciplinary Marine Education Teacher Guide, Grades K-6. Unit III. Research: Innerspace Explorers = Humedo y Salvaje. Tercera Unidad. La Investigacion Cientifica: Exploradores del Espacio Interior.

University of Southern California, Los Angeles. Inst. for Marine and Coastal Studies.

SPONS. AGENCY- National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.

REPORT NO.- ISBN-0-89755-017-X; USCSG-ME-03-83

PUB DATE- 83

NOTE- 146p.

GRANT- 04-8-M01-186; 047-158-44113

LANGUAGE- English; Spanish

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Elementary Education; Elementary School Science; *Environmental Education; *Learning Activities; *Marine Education; *Oceanography; Plate Tectonics; *Research Tools; *Science Activities; Science Education; Units of Study

Topics and activities related to oceanographic research (innerspace exploration) are the focus of this multidisciplinary, marine education teaching guide for students in kindergarten through grade 6. The guide is divided into six sections (labeled A through F). The first five sections consist of various kinds of activities, with the appropriate grade levels (K-6, K-3, or 4-6) indicated. Each activity includes an objective, list of materials, suggested questions, instructional strategies, and other information needed to complete the activity. Topics explored in these sections are: (1) the nature of innerspace; (2) the changing earth; (3) voyages of discovery (including famous expeditions); (4) tools and vessels of the researcher; and (5) people and the sea. The final section provides a bibliography and list of films. (JN)

DOCUMENT RESUME

ED 261 892 SE 046 023

Whyte, Judith
Encouraging Girls into Science and Technology: Some European Initiatives. Science and Technology Education Document Series Number 7.
United Nations Educational, Scientific and Cultural Organization, Paris (France). Div. of Science, Technical and Vocational Education.
REPORT NO.- ED-84/WS/64Rev.
PUB DATE- Sep 84
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Choice; Elementary Secondary Education; Equal Education; *Females; Higher Education; *Intervention; *Science Careers; *Science Education; Science Interests; Sciences; Sex Differences; Sex Stereotypes; *Student Attitudes; Technology
IDENTIFIERS- *Europe; Girls into Science and Technology Project

This report begins with a discussion of the present position of girls and women in science and technology, commenting on several kinds of problems to which interventions to encourage schoolgirls into science and technology may be addressed; these problems relate to enrollment, interest, and career intentions. The major portion of the report is divided into eight sections which correspond to the primary types of intervention which have been adopted in several European countries. The first section deals with broad-based interventions aimed at increasing equality of opportunity. Subsequent sections deal with interventions related to: curriculum choice options; girls' attitudes toward future careers, science interests, and the perceived difficulty of physics; strategies used to combat the sex-typing of craft subjects; work experience schemes, especially those organized from the school (in view of the powerful impact of career expectations on girls' subject choice) in the Netherlands, Sweden, and the United Kingdom; classroom behavior, including teacher attitudes toward girls in science and technology; interventions to improve post-school entry of girls into science and technology; and several others which do not fit into the previous categories. Based on these intervention strategies, kinds of measures which may be used to reduce the underachievement of girls in science and technology are offered and discussed. (JN)

ED 261 893 SE 046 024

Harlen, Wynne, Ed.
The Training of Primary Science Educators--A Workshop Approach.
Science and Technology Education Document Series No. 13.
United Nations Educational, Scientific and Cultural Organization, Paris (France). Div. of Science, Technical and Vocational Education.
REPORT NO.- ED-85/WS/8
PUB DATE- Dec 84
NOTE- 91p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Development; Educational Objectives; Elementary Education; *Elementary School Science; *Inservice Teacher Education; *Preservice Teacher Education; Science Education; *Science Instruction; *Teacher Education Programs; Teacher Educator Education; *Teacher Workshops
IDENTIFIERS- England; Indonesia

This seven-chapter document is designed for individuals who train preservice and inservice teachers and for individuals who train the teacher trainers. Chapter 1 (an introduction by Wynne Harlen) summarizes subsequent chapters. Chapters 2, 3, and 4 provide some general theoretical discussion about workshops. They are, respectively: "Learning and Teaching Primary Science: The Case for a Workshop Approach to Teacher Training" by Wynne Harlen; "The Teacher's role and implications for Training" by Jos Elstgeest; and "Change in Science Education: The Social, Political, and Cultural Context" by Juan Manuel Gutierrez-Vazquez. This latter chapter suggests that the power structure in a country, often reflected in the power structure within the educational system, affects the individual teacher; it also suggests that new teaching materials and methods cannot bring about change alone. Chapters 5, 6, and 7 provide examples of in-service workshops in practice. They are, respectively: "Reflections on a Workshop to 'Ask the Water'" by Jos Elstgeest; "Planning, Running, and Following Through a Workshop in England" by Wynne Harlen, and "Developing a Workshop Approach to In-Service Training in Indonesia," also by Wynne Harlen. Workshop activities, organizations, and implications for science instruction are noted. (JN)

ED 261 894 SE 046 025

Albrecht, Jean, Ed.; Rodkewich, Patricia, Ed.
Social Sciences in Forestry. A Current Selected Bibliography and Index, No. 63.
Minnesota Univ., St. Paul. Coll. of Forestry.
PUB DATE- Jun 85
NOTE- 162p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)
DESCRIPTORS- Conservation (Environment); *Forestry; *Lumber Industry; *Natural Resources; *Publications; *Social Science Research; *Social Sciences; Wildlife Management
IDENTIFIERS- *Natural Resources Management

Provided in this document is a bibliography of selected literature addressing the interface between forestry and the social sciences. References include articles and publications from American and foreign sources. A subject-matter classification scheme, in outline format, is provided at the beginning of the document. Entries (numbered 1214-2140) are listed alphabetically by author according to the topics indicated in this scheme. Major topic areas include social science applied to: (1) forestry at large (with consideration of forest resources, economic development and personnel factors); (2) forest management (including ownership options and labor considerations); (3) production of forest goods and services (covering aspects of tourism, wilderness management, fish and wildlife, and wood production); and (4) forest industries (relating to marketing, trade and transportation). Each entry includes citation number, author(s), title, source, year, number of pages and a code related to specific sections in the subject-matter classification scheme. Brief annotations are provided for most entries. An author index is also provided. (ML)

ED 261 895 SE 046 026

Darrow, Edward E., Ed.
The Science Workbook of Student Research Projects in Food - Agriculture - Natural Resources.
Ohio Academy of Science, Columbus.; Ohio State Univ., Columbus. Coll. of Agriculture.
SPONS. AGENCY- Department of Agriculture, Washington, D.C. Science and Education Administration.
PUB DATE- Oct 85
NOTE- 119p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - General (130)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agriculture; *Biological Sciences; Botany; Elementary School Science; *Food; Intermediate Grades; Natural Resources; Science Education; Scientific Methodology; Scientific Research; Secondary Education; *Secondary School Science; *Student Projects; *Student Research

This workbook provides descriptions of research projects for high school and middle school science teachers and students. The projects can be used as demonstrations in the laboratory or classroom to help teachers illustrate the practical application of basic science principles. They can also be used by students, under the guidance of the teachers, as starting points for independent projects to present at science fairs. The projects, which vary in level of difficulty to accommodate both the gifted and average students, are presented under these headings: animal nutrition; animal physiology and biochemistry; animal reproduction; aquatic sciences and fisheries; electricity; food science and food products; forest products; human nutrition; insects; plant breeding; plant diseases; plant nutrition; plant physiology and biochemistry; recycling; seed physiology; soil biology; soil chemistry and physics; soil classification and genesis; soil cultivation; and solar energy. Descriptions include background information, problem, materials, methods (procedures), references, and the name of the person who submitted the project. Also included are tips for obtaining reference materials, how to write for information (including samples of unacceptable/acceptable letters), guidelines for animal use, and a discussion on how to conduct a research project. (JN)

ED 261 896   SE 046 028

MABAHISS/John Murray 50th Anniversary: Marine Science of the North West Indian Ocean and Adjacent Waters. Report of a Symposium on the Occasion of the 50th Anniversary of the MABAHISS/John Murray Expedition (1933/34) (Alexandria, Egypt, September 3-7, 1983). Unesco Reports in Marine Science, No. 31.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Marine Sciences.

PUB DATE- 85

NOTE- 154p.; Photographs may not reproduce clearly. Abstracts of papers are in small print.

AVAILABLE FROM- Division of Marine Sciences, UNESCO, place de Fontenoy, 75700 Paris, France. (Requests for copies should be on letterhead stationery, if possible.)

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Geology; Geophysics; Higher Education; International Programs; Natural Resources; *Oceanography; Pollution; *Scientific Research

IDENTIFIERS- Egypt; *Indian Ocean

An international symposium was convened to celebrate the 50th anniversary of the John Murray Expedition to the Indian Ocean on board the Egyptian research vessel Mabahiss (1933-1934). This report describes the symposium and provides abstracts and syntheses of the papers presented in the various marine scientific disciplines covering the areas of the Indian Ocean, the Red Sea, and the adjacent gulfs and seas. Within the framework of the symposium, roundtable discussions were organized to identify gaps in marine scientific knowledge in these areas and to recommend future cooperative research to fill these gaps. These discussions (which focused on geology and geophysics, physical oceanography, chemical oceanography, pollution, biological oceanography and fisheries, and interdisciplinary studies) led to a series of recommendations which identified research needs in interdisciplinary areas as well as in the major disciplinary fields within marine science. Details of these recommendations are given. List of participants, symposium program, opening speeches, abstracts of the papers presented, and other documentation are provided in 14 appendices. (Author/JN)

ED 261 897 SE 046 029

Fofonoff, N. P.; Millard, R. C., Jr.
Algorithms for Computation of Fundamental Properties of Seawater. Endorsed by Unesco/SCOR/ICES/IAPSO Joint Panel on Oceanographic Tables and Standards and SCOR Working Group 51. Unesco Technical Papers in Marine Science, No. 44.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Marine Sciences.
PUB DATE- 83
NOTE- 58p.
AVAILABLE FROM- Division of Marine Sciences, UNESCO, place de Fontenoy, 75700 Paris, France. (Requests for copies should be on letterhead stationery, if possible.)
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999) Reports - General (140)
DESCRIPTORS- *Algorithms; *Computer Software; Heat; Higher Education; *Oceanography; Temperature; *Water

Algorithms for computation of fundamental properties of seawater, based on the practicality salinity scale (PSS-78) and the international equation of state for seawater (EOS-80), are compiled in the present report for implementing and standardizing computer programs for oceanographic data processing. Sample FORTRAN subprograms and tables are given to illustrate usage of the algorithms and to show the range of variation and limits of validity of commonly used seawater properties within the oceanic ranges for salinity, temperature, and pressure. The algorithms cover the following: conductivity to salinity conversion; salinity to conductivity conversion; specific volume anomaly and density anomaly of seawater; pressure to depth conversion; freezing point temperature of seawater; specific heat of seawater; adiabatic lapse rate; potential temperature; and sound speed in seawater. (Author)

ED 261 898 SE 046 030

Youth and Environmental Education.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).; United Nations Environment Programme, Nairobi (Kenya).

PUB DATE- Dec 84

NOTE- 9p.

AVAILABLE FROM- UNESCO, 7, Place de Fontenoy, 75700 Paris, France.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)

DESCRIPTORS- Elementary Secondary Education; *Environmental Education; *Global Approach; Higher Education; Nonformal Education; *Program Descriptions; *Youth; *Youth Programs

IDENTIFIERS- Australia; *Hong Kong; *Spain

The United Nations General Assembly decided in 1979 to make 1985 International Youth Year (IYY). Several of the central themes of this year (participation, development, and peace) are directly concerned with education and action relative to an improved, sustainable environment, both natural and built. This issue of the Unesco-UNEP (United Nations Environment Programme) environmental newsletter Connect focuses on environmental education (EE) and youth. It contains: (1) an overall report on youth and EE globally, which is based on a chapter of a sourcebook in nonformal EE to be published by the Unesco-UNEP International EE Programme; (2) a summary of Unesco activities related to youth; (3) UNEP actions for IYY; (4) highlights of a World Assembly of Youth workshop on population, environment, and development; (5) goals of and activities at the Spanish Center for Environmental Education "Los Molinos" (CEMA-Centro Educativo del Medio Ambiente); (6) a discussion of EE activities in Hong Kong; (7) a description of university-level EE activities in Australia; (8) highlights of a seminar on nonformal scientific EE; and (9) short descriptions of recent EE publications, organizational activities, and other types of EE news. (JN)

ED 261 899 SE 046 031

Elementary Science Curriculum Guide 1983.

Alberta Dept. of Education, Edmonton.

PUB DATE- 83
NOTE- 126p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Core Curriculum; Curriculum Guides; Educational Objectives; Elementary Education; *Elementary School Science; *Inquiry; *Process Education; Science Curriculum; Science Education; *Science Instruction; *Science Programs; *Teaching Methods
IDENTIFIERS- *Alberta

This curriculum guide provides: (1) information on the philosophy of the elementary school science program in Alberta; (2) a list of eight general objectives for science education; (3) 11 statements which identify the desirable characteristics of an elementary science program; (4) a discussion of inquiry in elementary science, considering process skills, psychomotor skills, attitudes, and science concepts; (5) a discussion of program structure, considering core-elective format, recommended minimum time allotments, division specific objectives, learning resources, and recommended resources for electives; (6) program of studies (listing separately the division one core curriculum, division two core curriculum, and electives; and (7) information on organizing for instruction. Topic areas addressed in this last part include instructional strategies, allocation of time, classroom organization, classroom management, facilities and materials organization, outdoor studies, safety, and evaluation procedures and guidelines. Supporting materials (such as safety procedures and guidelines and information on controversial issues) are included in five appendices. (JN)

ED 261 900 SE 046 032

Grade 12 Diploma Examination: Chemistry 30. January 1985.
Alberta Dept. of Education, Edmonton.
PUB DATE- Jan 85
NOTE- 31p.; For the June 1985 chemistry examination, see SE 046 033.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Chemistry; *Grade 12; High Schools; Science Education; Science Tests; *Secondary School Science
IDENTIFIERS- *Alberta

Chemistry 30 is a twelfth-grade chemistry course for students in Alberta, Canada. This document is a final test for the course. Intended for administration during January 1985, it contains 56 multiple-choice questions and three written-response problems. Two-and-one-half hours are allowed for completing the test. No answer key is included since scoring is done by the province education department. (JN)

ED 261 901 SE 046 033

Grade 12 Diploma Examination: Chemistry 30. June 1985.

Alberta Dept. of Education, Edmonton.

PUB DATE- Jun 85

NOTE- 27p.; For the January 1985 chemistry examination, see SE 046 032.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Chemistry; *Grade 12; High Schools; Science Education; Science Tests; *Secondary School Science

IDENTIFIERS- *Alberta

Chemistry 30 is a twelfth-grade chemistry course for students in Alberta, Canada. This document is a final test for the course. Intended for administration during June 1985, it contains 56 multiple-choice questions and three written-response problems. Two-and-one-half hours are allowed for completing the test. No answer key is included since scoring is done by the province education department. (JN)

ED 261 902 SE 046 034

Grade 12 Diploma Examination: Biology 30. January 1985.
Alberta Dept. of Education, Edmonton.
PUB DATE- Jan 85
NOTE- 39p.; For the June 1985 biology examination, see SE 046 035.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Biology; *Grade 12; High Schools; Science Education; Science Tests; *Secondary School Science
IDENTIFIERS- *Alberta

Biology 30 is a twelfth-grade biology course for students in Alberta, Canada. This document is a final test for the course. Intended for administration during January 1985, it contains 80 multiple-choice questions and seven written-response problems. Two-and-one-half hours are allowed for completing the test. No answer key is included since scoring is done by the province education department. (JN)

Grade 12 Diploma Examination: Biology 30. June 1985.
Alberta Dept. of Education, Edmonton.
PUB DATE- Jun 85
NOTE- 38p.; For the January 1985 biology examination, see SE 046 034.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Biology; *Grade 12; High Schools; Science Education; Science Tests; *Secondary School Science
IDENTIFIERS- *Alberta

Biology 30 is a twelfth-grade biology course for students in Alberta, Canada. This document is a final test for the course. Intended for administration during June 1985, it contains 80 multiple-choice questions and six written-response problems. Two-and-one-half hours are allowed for completing the test. No answer key is included since scoring is done by the province education department. (JN)

ED 261 904 SE 046 036

Grade 12 Diploma Examination: Physics 30. January 1985.
Alberta Dept. of Education, Edmonton.
PUB DATE- Jan 85
NOTE- 26p.; For the June 1985 physics examination, see SE 046 037.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Grade 12; High Schools; *Physics; Science Education; Science Tests; *Secondary School Science
IDENTIFIERS- *Alberta

Physics 30 is a twelfth-grade physics course for students in Alberta, Canada. This document is a final test for the course. Intended for administration during January 1985, it contains 56 multiple-choice questions and four written-response problems. Two-and-one-half hours are allowed for completing the test. No answer key is included since scoring is done by the province education department. (JN)

ED 261 905 SE 046 037

Grade 12 Diploma Examination: Physics 30. June 1985.
Alberta Dept. of Education, Edmonton.
PUB DATE- Jun 85
NOTE- 28p.; For the January 1985 physics examination see SE 046 036.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Grade 12; High Schools; *Physics; Science Education; Science Tests; *Secondary School Science
IDENTIFIERS- *Alberta

Physics 30 is a twelfth-grade physics course for students in Alberta, Canada. This document is a final test for the course. Intended for administration during June 1985, it contains 56 multiple-choice questions and three written-response problems. Two-and-one-half hours are allowed for completing the test. No answer key is included since scoring is done by the province education department. (JN)

ED 261 906 SE 046 038

Grade 9 Science Achievement Test. June 1985.

Alberta Dept. of Education, Edmonton.

PUB DATE- Jun 85
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *General Science; *Grade 9; Science Education; *Science Tests; Secondary Education; *Secondary School Science
IDENTIFIERS- *Alberta

This is the final test for students in the ninth-grade science course offered in Alberta (Canada) schools. Intended for administration during June 1985, it contains 75 multiple-choice questions. Ninety minutes are allowed for completing the test. An answer key is not included. (JN)

ED 261 907 SE 046 039

Biology 10-20-30 Curriculum Guide 1984.
Alberta Dept. of Education, Edmonton.

PUB DATE- 84
NOTE- 89p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biology; *Class Organization; Core Curriculum; *Course Objectives; Curriculum Guides; Educational Objectives; High Schools; Microcomputers; Process Education; Science Curriculum; Science Education; *Science Instruction; *Science Programs; *Secondary School Science; Teaching Methods
IDENTIFIERS- *Alberta

The Alberta senior high school biology program consists of a core and elective components, both of which are mandatory for instruction. The core represents those skills, attitudes, and concepts required by all students throughout the province; the elective component allows for variety and flexibility in the choice of topics, with emphasis on issues and applications relative to the concept areas presented. This curriculum guide is designed for use with the program. It includes: (1) a discussion of program philosophy; (2) list of eight general objectives for science education; (3) a description of program structure and organization, examining program elements, core-elective format, credit structure, program specificity, historical perspectives, and course direction (considering biology 10, biology 20, and biology 30 separately), and learning resources; (4) the general goals and specific objectives for biology 10, 20, and 30, a consideration of objectives related to process skills (including inquiry), psychomotor skills, and attitudes, and (in chart format) concepts correlated with subject matter and suggested elective topics; and (5) a discussion of classroom organization (considering such areas as student projects, laboratory safety, evaluation, and use of microscopes). Information on experimental studies and controversial issues is provided in appendices. (JN)

ED 261 908 SE 046 040

Grade 12 Diploma Examination: Mathematics 30, January 1985.
Alberta Dept. of Education, Edmonton.

PUB DATE- Jan 85
NOTE- 27p.; For June examination, see SE 046 041.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Algebra; *Grade 12; *Mathematics Instruction; *Problem Solving; Secondary Education; *Secondary School Mathematics; *State Departments of Education; Trigonometry
IDENTIFIERS- *Alberta

This is the final test for students in the twelfth-grade course Mathematics 30, offered in schools in Alberta, Canada. Intended for administration in January 1985, it contains 52 multiple-choice questions and five written-response problems, with two-and-one-half hours allowed for completion. Approved calculators may be used. Scoring is done by the province education department. (MNS)

ED 261 909 SE 046 041

Grade 12 Diploma Examination: Mathematics 30, June 1985.
Alberta Dept. of Education, Edmonton.
PUB DATE- Jun 85
NOTE- 30p.; For January examination, see SE 046 040.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Algebra; *Grade 12; *Mathematics Instruction; *Problem Solving; Secondary Education; *Secondary School Mathematics; *State Departments of Education; Trigonometry
IDENTIFIERS- *Alberta

This is the final test for students in the twelfth-grade course Mathematics 30, offered in schools in Alberta, Canada. Intended for administration in June 1985, it contains 52 multiple-choice questions and five written-response problems, with two-and-one-half hours allowed for completion. Approved calculators may be used. Scoring is done by the province education department. (MNS)

DOCUMENT RESUME

ED 261 910 SE 046 042

McCardle, Lisa, Ed.

Mathematics 13-23-33 Curriculum Guide 1983.

Alberta Dept. of Education, Edmonton.
PUB DATE- 83
NOTE- 145p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Course Descriptions; Curriculum Guides; *Educational Objectives; Elective Courses; *Mathematics Curriculum; *Mathematics Instruction; Minimum Competencies; Secondary Education; *Secondary School Mathematics; State Departments of Education
IDENTIFIERS- *Alberta

The Mathematics 13-23-33 program consists of core and elective components, both mandatory, for three courses. The core represents the common set of minimum educational objectives prescribed for all students taking the program; the elective component allows for variety and flexibility in the choice of topics. Emphasis is placed on inductive, experimental approaches to the understanding and assimilation of mathematics content. Problem solving, applications, and statistics are strong facets of the program. Suggested time allocations are included. Objectives, comments, applications, and textbook references are listed for each course. Objectives and comments or activities for the electives are also included. Appendices contain the Alberta metrication policy, problem-solving strategies, and recommendations for school mathematics of the 1980s. (MNS)

ED 261 911 SE 046 043

McCardle, Lisa, Ed.

Mathematics 10-20-30 Curriculum Guide 1983.

Alberta Dept. of Education, Edmonton.

PUB DATE- 83

NOTE- 178p.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Course Descriptions; Curriculum Guides; *Educational Objectives; Elective Courses; *Mathematics Curriculum; *Mathematics Instruction; Minimum Competencies; Secondary Education; *Secondary School Mathematics; State Departments of Education

IDENTIFIERS- *Alberta

The Mathematics 10-20-30 program consists of core and elective components, both mandatory, for three courses. The core represents the common set of minimum educational objectives prescribed for all students taking the program; the elective component allows for variety and flexibility in the choice of topics. Emphasis is placed on the theoretical development of mathematics concepts and relationships through deductive reasoning. Problem solving, applications, and statistics are strong facets of the program. Suggested time allocations are included. Objectives, comments, applications, and textbook references are listed for each course. Objectives and comments or activities for the electives are also included. Appendices contain the Alberta metrication policy, problem-solving strategies, and recommendations for school mathematics of the 1980s. (MNS)

ED 261 912 SO 015 615

Melnick, Rob; Ronan, Bernard
Visions of the Future. Social Science Activities Text. Teacher's Edition.
Hudson Inst., Indianapolis, IN.
PUB DATE- 84
NOTE- 98p.; For student activities text, see SO 015 616.
AVAILABLE FROM- International Center for the Development of Thinking Skills, P.O. Box 705, Larchmont, NY 10538 ($14.95)
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Comparative Analysis; Decision Making; Environmental Education; *Futures (of Society); *Global Approach; Industrialization; Learning Activities; Natural Resources; Population Education; Problem Solving; Secondary Education; *Social Change; *Social Sciences; *Social Studies; Technological Advancement; Technology; United States History; Units of Study; *World Problems
IDENTIFIERS- Interdependence

Intended to put both national and global issues into perspective and help students make decisions about their futures, this teacher's edition provides instructional objectives, ideas for discussion and inquiries, test blanks for each section, and answer keys for the 22 activities provided in the accompanying student text. Designed to provide high school students with various approaches for thinking about future resources, the program can be integrated into high school social science classes. Activities in the first section, "How to Think about the Future," focus on levels of certainty about the future, people who predict the future, a "doctor" who predicted the future, what may happen in the next hundred years, and predicting personal futures. In the activities in the second section, "The Great Transition," students use graphs and tables to make comparisons of the United States before and after industrialization; do library research on seven periods of U.S. history; learn to read charts showing social change, exponentiality, and trends and countervailing forces; read articles on world economic interdependence; and examine a chart showing change agents and technology. In the next section, students read scenarios and solve resource problems, then discuss articles on resource costs and supplies, technological applications to resource and energy issues, future energy issues, technology and the activities. (LH) end of each unit. (LH)

ED 261 913 SO 015 616

Melnick, Rob; And Others
Visions of the Future. Social Science Activities Text.
PUB DATE- 84

NOTE- 146p.; For teacher's edition, see SO 015 615.
AVAILABLE FROM- International Center for the Development of Thinking Skills, P.O. Box 705, Larchmont, NY 10538 ($9.95; quantity discounts available).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Comparative Analysis; Decision Making; Environmental Education; *Futures (of Society); *Global Approach; Industrialization; Learning Activities; Natural Resources; Population Education; Problem Solving; Secondary Education; *Social Change; Social Sciences; *Social Studies; Technological Advancement; Technology; United States History; Units of Study; *World Problems
IDENTIFIERS- Interdependence

Intended to put both national and global issues into perspective and help students make decisions about their futures, this supplementary social science activities text provides students with various approaches for thinking about future resources. The program can be integrated into high school classes focusing on government problems, current social issues, world history, American history, economics, and global studies. Twenty-two activities designed to teach students how to analyze, test assumptions, and make decisions offer a context for examining such topics as resources, environment, population, and technology. The first of four major sections, "How to Think about the Future," presents a rationale, views of the future, and activities. In the second section, students explore the past, present, and future from the perspective of a "Great Transition." This concept encourages students to investigate crucial social issues faced by societies as they progress from pre-industrial to post-industrial stages. The third section, "Resources for the Future," presents a new way of looking at resources, four resource issues, and related activities. The final section, "Problem Solving in a Time of Change," deals with social limits to growth, problem solving, understanding global problems, understandable problems, uncertain problems, personal contributions, careers of the future, managers of the future, and related activities. An accompanying teacher's edition provides instructional objectives, ideas for discussion and inquiries, test blanks for each section, and answer keys for all activities. (LH)

ED 261 914   SO 016 131

McGowan, Thomas M.; And Others
Teaching about Elections in Indiana Schools. Kindergarten-Grade 12.
Indiana Governor's Task Force on Citizenship Education, Indianapolis.; Indiana State Dept. of Public Instruction, Indianapolis. Div. of Curriculum.
PUB DATE- Sep 84
NOTE- 144p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizen Participation; *Citizenship Education; Citizenship Responsibility; Civics; *Elections; Elementary Secondary Education; Government (Administrative Body); Learning Activities; Political Issues; Political Power; Politics; *Social Studies; United States Government (Course); Units of Study; Voter Registration; *Voting; Voting Rights
IDENTIFIERS- Freedom; Indiana; Political Parties

Lessons to help K-12 students in Indiana learn about elections are provided. Indiana educators are required by law to provide for all students in grades 6-12 within the two weeks preceding each general election five full recitation periods of class discussion concerning the U.S. system of government, voting methods, party structures, and election laws, and the responsibilities of citizens to participate in government and in elections. These lessons, intended to help Indiana teachers fulfill that legal requirement and to extend it to all K-12 grades, are sequenced to align with the guidelines for the Indiana social studies curriculum. The sequence is as follows: K-1, freedom and responsibility (classroom and school); 2-3, rules and voting (neighborhood and community); 4-5, organization of government (state and nation); 6-7, constitutionalism and power (world focus); 8-9, the American party system (civics, history); 10-11, electoral politics (civics, history); and 12, participating in government (American government). The kind of information provided for each lesson includes major ideas, learning objectives, learning activities, evaluation procedures, and resources needed. (RM)

ED 261 915 SO 016 213

Legal Rights of the Criminally Accused.
Texas Young Lawyers Association, Austin.

SPONS. AGENCY- Texas Bar Foundation, Austin.
PUB DATE- 84
NOTE- 88p.; Cartoons contain small print and may not reproduce clearly.
AVAILABLE FROM- Texas Young Lawyers Association, P.O. Box 12487, Austin, TX 78711 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; Citizenship Education; *Civil Liberties; *Constitutional Law; *Criminal Law; Justice; Juvenile Courts; Law Enforcement; *Legal Education; Legal Problems; Secondary Education; Sentencing; State Courts; *State Legislation
IDENTIFIERS- Bill of Rights; *Law Related Education; *Texas

A brief review of the federal constitutional provisions and equivalent Texas Constitutional provisions for the criminally accused is provided in question and answer form. First Amendment rights related to such matters as freedom of the press, rights of students, picketing, distributing leaflets, state licensing, and obscenity are considered in the first chapter. Chapter two focuses on Fourth Amendment rights: control of police activity, frisking, warrants, informants, consent, exceptions to warrants, and automobile stops. Chapter three, the Fifth Amendment, covers "Miranda" warnings, custody, interrogation, failure to testify, immunity, grand jury proceedings, double jeopardy, acquittal, conviction, and mistrial. Issues covered under the Sixth Amendment include rights of minors, public defenders, self-representation, speedy trial, and public trials. Eighth Amendment coverage includes bail, bond, and cruel and unusual punishment. A chapter on the Fourteenth Amendment focuses on due process, plea bargaining, abortion, and equal protection. The final chapter looks at habeas corpus and bills of attainder. (LP)

ED 261 916 SO 016 214

Reynolds, Ernest, III, Ed.; And Others
Of Counsel to Classrooms: A Resource Guide to Assist Attorneys and Teachers in Law Focused Education.
Texas Young Lawyers Association, Austin.
SPONS. AGENCY- Texas Bar Foundation, Austin.
PUB DATE- 84
NOTE- 151p.
AVAILABLE FROM- Texas Young Lawyers Association, P.O. Box 12487, Austin, TX 78711 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Education; Community Resources; *Constitutional Law; Consumer Education; Curriculum Guides; Human Resources; Instructional Materials; Lawyers; Learning Activities; *Legal Education; Legal Problems; Secondary Education; *State Courts; *State Legislation
IDENTIFIERS- *Law Related Education; *Texas

A secondary curriculum for teaching about Texas law is designed for use by both teachers and visiting resource persons. Introductory materials include a preface, acknowledgements, an introduction, and practical suggestions for visiting speakers. The main body of the publication contains nine units of material on the following topics: Texas courts, Texas Bill of Rights, the Texas legislature, the Texas Constitution, women and credit, consumer law, landlord-tenant relations, drug abuse, and alcohol abuse. Each unit contains materials for the resource person, including a rationale, goals, lesson starters, and background notes; also teacher materials, including objectives, infusion suggestions, supplementary materials, discussion topics, student activities, vocabulary, and a bibliography. A directory of law-related education projects and a number of strategies for law-related education conclude the document. (LP)

ED 261 917 SO 016 222

Larkins, A. G.; And Others

Preservice Teachers' Knowledge of Social Studies Content in the Primary Grades.

PUB DATE- Nov 84

NOTE- 34p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (64th, Washington, DC, November 15-19, 1984).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Citizenship Education; Educational Research; Elementary Education; *Elementary School Teachers; *Knowledge Level; *Preservice Teacher Education; *Social Studies; *Textbook Content

Study results provided a grim picture of preservice elementary school teachers' knowledge of social studies content. Participating in the study were 234 juniors and seniors at the University of Georgia and the University of Southern Mississippi. The sample was composed primarily of white, southern, conservative, female education majors who had some field experience, but who had neither taken social studies methods nor student teaching. Participants were given a test to determine if they possessed the knowledge contained in three popular elementary social studies textbook series. Results showed that preservice teachers are ill-prepared to handle the civic education of young children. The test that they were given had a content validity for texts used in grades 1-4 and might be considered a simple test for American adults who have a college education. Yet, applying grading standards used in elementary schools, none of the college seniors would obtain A's on the text, and 40 percent would obtain D's or F's. The study sample performed even worse when asked to identify the general contents of important Constitutional Amendments, or to identify the location of selected states. (RM)

ED 261 918 SO 016 223

Cogan, John J.

The Japanese-U.S. Global Awareness Survey: Implications for Training Social Studies Teachers.

PUB DATE- 84

NOTE- 36p.; This study was funded by the Japan-U.S. Educational Commission (Fulbright) and the Bush Foundation, St. Paul, MN. Paper presented at the Annual Conference of the Eastern Economic Association (10th, New York, NY, March 15-17, 1984).

AVAILABLE FROM- John J. Cogan, Global Education Center, University of Minnesota, 110 Pattee Hall, Minneapolis, MN 55455.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Comparative Education; *Cross Cultural Studies; Cultural Awareness; Educational Research; Elementary Secondary Education; Foreign Countries; *Global Approach; Knowledge Level; *Preservice Teacher Education; Second Languages; *Social Studies; Student Attitudes; Surveys; Teacher Attitudes; Teacher Education Curriculum

IDENTIFIERS- *Japan; *United States

A global awareness survey of Japanese education majors was carried out to assess the level of knowledge of freshmen and senior teacher trainees, the level of their attitudinal awareness of key global issues, and their level of competence in their most proficient second language. A stratified sample was drawn from the total population of Japanese national universities involved in teacher training. One hundred students, 50 males and 50 females, from each of 14 national universities were selected to participate in the survey. The response rate was 90 percent. When findings were compared to a similar survey in the United States, the following comparisons were noted: Japanese students scored considerably better on general knowledge of the world; the Japanese tended to be more altruistic but less optimistic about finding solutions to global problems; and the Japanese exhibited a stronger commitment to learning a second language. Based on these findings, recommendations are made to those responsible for training social studies teachers in the United States, including the following: (1) education programs need to be more directive in the kinds of courses preservice social studies teachers take; (2) the concept of "internationalization" must be built into a variety of courses, including social studies methods courses; and (3) social studies professional courses can serve as the major starting point for global awareness. (LP)

ED 261 919 SO 016 547

Newcombe, Hanna

Survey of Peace Research.

Peace Research Inst. Dundas (Ontario).
PUB DATE- Oct 84
NOTE- 96p.; For related document, see ED 245 957.
AVAILABLE FROM- Peace Research Institute, Dundas, 25 Dundana Ave., Dundas, Ontario, Canada L9H 4E5 ($14.00, prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Collected Works - Serials (022)
DESCRIPTORS- Anthropology; Attitude Change; Attitude Measures; Conflict; Conflict Resolution; *Disarmament; Economics; Ethics; Games; Geography; Global Approach; History; Intellectual Disciplines; International Law; International Organizations; *International Relations; *Peace; Psychology; Research Methodology; Simulation; *Social Science Research; Sociology; Violence; *War; World Problems
IDENTIFIERS- Nonviolence; United Nations

This bibliographic essay discusses peace research. There are four major sections. The first section discusses traditional peace research, i.e., research with relevance to world peace that was carried out before the term "peace research" became widely used. Emphasized are the disciplines of international relations, international organizations, and international law; the ethics of war and peace; the history and geography of war and peace periods; the economics of war, peace, and development; and the psychology, sociology, and anthropology of conflict, violence, and nonviolence. The second section examines quantitative-behavioral peace research, subdivided into themes such as the arms race theory, games and simulation, events, data analysis, crisis research, predictions of war, determination of war, the behavior of nations at the United Nations, and attitude studies. The third section deals with critical or radical peace research. The concluding section discusses peace proposals where emphasis is on policy implementation, e.g., disarmament, alternative international security systems, and world government. A listing of all research discussed in the essay concludes the publication. (RM)

ED 261 920 SO 016 552

Alexanderson, Thomas; And Others
European Music Year 1985.
Council of Europe, Strasbourg (France).
PUB DATE- Apr 84
NOTE- 29p.
AVAILABLE FROM- Council of Europe, 67006 Strasbourg Cedex, France.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Cultural Differences; Fine Arts; *International Cooperation; International Programs; Jazz; *Music; Opera; Orchestras
IDENTIFIERS- Electronic Music; Europe; Rock Music

Articles concerning music are included in this newsletter dedicated to cultural venture to be jointly carried out by the Council of Europe and the European communities. Many events will mark Music Year 1985, including concerts, dance performances, operas, publications, recordings, festivals, exhibitions, competitions, and conferences on musical themes. Articles include "European Music Year 1985" (Thomas Alexanderson), "Music and the Neighbouring Arts: Divide and Fail" (John Drummond), "The Origins of Western Music" (Marie-Noelle Colette), "A Dialogue of Cultures: Eastern Music, Western Music" (Christian Poche), "Opera--A New Overture?" (Jean Goury), "Musical Experience, Myth and Language" (Gerard Gromer), "Jazz in Europe" (Michel Denoreaz), "Young People and Rock" (Alain Dister); "Musical Pollution" (Stephan Hoffmann), "An Organ for Fields of Maize" (Bertrand Lazerme), "The Symphony Orchestra and Electronic Music" (Tod Machover); "Music Piracy" (Gillian Davies), "Ligeti: A World of Irreverance" (Malcolm Singer), "Scelsi: To Hear His Work Played at Last" (Jean-Francois Briane), and "Xenakis: Renaissance Man" (Sharon Kanach). (RM)

ED 261 921 SO 016 591

Aging Curriculum. Elementary, K-6.
Minnesota Board on Aging, St. Paul.; Minnesota State Dept. of Education, St. Paul.

PUB DATE- 84
NOTE- 58p.; For secondary level curriculum, see SO 016 592.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Aging (Individuals); *Aging Education; Biological Influences; Books; Childrens Literature; Cultural Differences; Cultural Influences; Elementary Education; Learning Activities; Resource Materials; Social Attitudes; Social Influences; Units of Study
IDENTIFIERS- Psychological Influences

Units of study to help elementary children learn about the aging process are provided. There are five units. In Unit I, "Chronological Aging," children learn that aging is a continual process, that generational cycles ensure the survival of the human species, and that species depend on each other for survival. Unit II deals with "Physical/Biological Aging." Students learn that physical aging among individuals is variable, that physical aging results in changes, and that genetics and environment affect the aging process. The third unit focuses on "Sociocultural Aging." Social factors that form attitudes toward aging behavior, factors determining age options, and older people in different cultures are studied. In Unit IV, "Psychological Aging," children learn that people can learn and change throughout their lives. The concluding chapter, "Attitudes and Aging," examines the different roles that people have throughout their lives, how planning for anticipated changes is helpful, and how people's extended life experiences are valuable to others. For each unit learner objectives, activities, and resources are suggested. A bibliography of children's books concludes the guide. (RM)

ED 261 922 SO 016 592

Aging Curriculum. Secondary, 7-12.

Minnesota Board on Aging, St. Paul.; Minnesota State Dept. of Education, St. Paul.

PUB DATE- 84
NOTE- 126p.; For elementary curriculum, see SO 016 591.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Aging (Individuals); *Aging Education; Biological Influences; Cultural Differences; Cultural Influences; Learning Activities; Secondary Education; Social Attitudes; Social Influences; Units of Study
IDENTIFIERS- Psychological Influences

Units of study to help secondary students learn about the aging process are provided. There are five units. Major concepts taught in the first unit, "Chronological Aging," are that aging is a continual process, that generational cycles ensure survival, and that species depend on each other for survival. In the second unit, students learn that physical aging is variable and results in changes and that genetics and environment affect the aging process. Unit III focuses on "Sociocultural Aging." Social factors that form attitudes toward aging behavior, factors determining age options, and older people in different cultures are studied. In Unit IV, "Psychological Aging," students learn that people can learn and change throughout their lives. "Attitudes and Aging" is the theme of the concluding unit; major concepts taught are that people have different roles throughout their lives, that planning for anticipated changes is helpful, and that people's extended life experiences are valuable for others. For each unit learner objectives, activities, and resources are suggested. (RM)

ED 261 923 SO 016 743

Dane, Ernest B.

Nuclear Security in the Nuclear Age. A Proposed Booklist and Public Education Ideas for Libraries.

PUB DATE- 10 Dec 85
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *International Relations; *Library Materials; *Library Planning; *National Security; Nuclear Technology; Nuclear Warfare; Public Education; Public Libraries; School Libraries; Secondary Education

A bibliography on national security in the nuclear age is divided into three sections. The first section describes a proposal calling for the compilation of a balanced and up-to-date collection of books and other materials on this issue to be included in all U.S. public libraries. Also discussed are selection criteria for the book list, project cost per library to compile this collection, and applicability to college and secondary school libraries. The second section is a list of over 50 national security/nuclear age books divided into the following categories: short books for quick grasp of the issue; primary books for broad understanding; reaching for solutions; political, strategic, environmental and arms control analysis; nuclear war planning and control; the Strategic Defense Initiative ("Star Wars"); defense reform and budget analysis; moral, medical, and psychological assessments; and nuclear weapons data and annual publications. Key books in all categories are marked with an asterisk. Each citation contains title, author, publisher, publication date, price, pages, and ISBN number. The third section of the document is the national security/nuclear age booklist listed alphabetically by author. (LF)

ED 261 924 SO 016 747

Lister, Ian

Teaching and Learning about Human Rights.

Council for Cultural Cooperation, Strasbourg (France).
REPORT NO.- DECS/EGT-(84)-27
PUB DATE- 1 Jul 84
NOTE- 48p.
AVAILABLE FROM- School of Education Division, Council of Europe, 67006 Strasbourg Cedex, France (free).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Civil Liberties; Course Content; *Curriculum Development; Educational Objectives; Elementary Secondary Education; Evaluation Methods; Hidden Curriculum; Higher Education; Resource Materials; Teaching Methods

What a human rights course should consist of, i.e., the objectives, course content, teaching methods, and evaluation techniques, are discussed. Human rights education must foster attitudes of tolerance and respect, provide knowledge about human rights, and develop students' awareness of how to translate human rights into social and political reality. The major concepts to be taught should include rights, duties, obligations, and responsibilities. Three essential documents for teaching a human rights course are the United Nations Declaration of Human Rights, the European Social Charter, and the European Convention on Human Rights. Stories of individuals should also be used. Teaching methods can include teacher exposition, classroom discussion, student projects, drama and role-play, games and simulations, and practical activities. The school itself must also respect the rights of the students. Evaluation of knowledge and skills gained from a human rights course can be done through tests. The assessment of attitudes is the most difficult problem. One way is to have students monitor and review their own activities. A bibliography of further reading concludes the publication. (RM)

DOCUMENT RESUME

ED 261 925 SO 016 763

Marklund, Inger, Ed.; Otter, Annica, Ed.
Man in a Changing Society--MIS.
National Swedish Board of Education, Stockholm.
PUB DATE- May 85
NOTE- 18p.
AVAILABLE FROM- National Board of Education, Information and Documentation Section, S-106 42, Stockholm, Sweden (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- Churches; Cognitive Development; *Computer Assisted Instruction; Concept Formation; Educational Research; Elementary Secondary Education; Family History; Foreign Countries; *History Instruction; *Local History; *Primary Sources; Program Descriptions; Social History; Student Research
IDENTIFIERS- *Church Records; Community Based Education; *Sweden
Described is the Man in a Changing Society (MIS) project in which K-12 Swedish children use parish records to study and research local history. Church records in Sweden contain detailed information about individuals living during the 18th and 19th centuries. To make this information accessible to researchers, the Swedish church records are being entered into a computerized demographic database. The records themselves are being stored in regional and city archives; they are also being transferred onto microcards. Students, with help from their teachers, choose topics to research, e.g., an overall picture of childhood in the 19th century, an investigation of family history and a compilation of family trees, a time strip for the local community. Using school-based computer terminals, students tap into the demographic database, usually available at a nearby university. MIS project staff are also conducting research on pupils' intellectual and conceptual development with regard to the concepts of time and space and students' use of information technology to study man in a changing society. (RM)

ED 261 926 SO 016 766

Taylor, Dalmas A.; Moriarty, Beatrice

Competition, Non-Competition, and Race as Determinants of Outgroup Discrimination.

PUB DATE- 85
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Competition; Group Activities; Group Behavior; *Group Membership; *Intergroup Relations; *Racial Bias; Social Behavior; *Social Discrimination; *Social Integration; Social Networks; Social Science Research

The present experiment investigated factors which enhance the salience of group membership and consequent ingroup bias. Subject dyads, who were always white, interacted either competitively or interdependently with either white or black confederate dyads. Ingroup bias was assessed as a function of attraction toward the outgroup (experimental confederates) relative to the ingroup (naive subjects). The greater the difference between ingroup and outgroup attraction, the greater the ingroup bias. Results demonstrated that ingroup bias was greater when groups were competitive than when they were interdependent, and greater when the outgroup was black than when the outgroup was white. Further, the greatest ingroup bias resulted when a white ingroup was competitive with a black outgroup. These findings were discussed in terms of social identity/social comparison theory (Tajfel & Turner, 1979) and the etiology of social competition (Turner, 1975). (Author)

ED 261 927 SO 016 777

Demery, Marie

Sharing Black History Month Art through Xerography and Visual Literacy.

PUB DATE- 85
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art Education; Black Achievement; Black Culture; Blacks; *Black Studies; Educational Strategies; Elementary Secondary Education; Higher Education; *Painting (Visual Arts); *Reprography; Teaching Methods; *Visual Literacy
IDENTIFIERS- *Black History Month

An inexpensive way to introduce students to Black art during Black History Month--February--is described. Whenever possible, students should be exposed to original works of art in exhibitions. But if there are limited funds, art reproductions can work just as well. Teachers can make xerographic copies of Black art from library books. With a few dollars, xerographic copies can be mounted in plastic frames and displayed in public school and college classrooms and in libraries. As an example, ten works by Charles White, reproduced from "Images of Dignity: The Drawings of Charles White" by Benjamin Horowitz, are provided. Students and others can be introduced to the art on display through visual literacy viewing guides. The guide--a sample one is provided--can be used to help viewers evaluate the display. (RM)

ED 261 928 SO 016 782

Bennett, Stan
Development and Evaluation of a Miniature Economic and Political System for Teaching Social Studies in the Elementary School.
PUB DATE- 2 Apr 85
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Course Descriptions; *Course Evaluation; *Economics Education; Grade 5; Intermediate Grades; Laws; Politics; Program Development; Program Evaluation; Simulation; *Social Studies; Student Attitudes; Teaching Methods
IDENTIFIERS- *Law Related Education

Described is the development and evaluation of the Micro-Place Social Studies Curriculum, an instructional system for teaching economics and law concepts at the fifth grade level. The curriculum is based on a miniature market economy that requires students to provide food, clothing, and shelter cards for simulated families.

Students own businesses that offer these items or apply for a job as an employee. Governmental officials are elected, including a school board, council, mayor, and judges. Two criterion-referenced tests were used to determine the effectiveness of the curriculum. Performance on these tests was compared for ten classes of fifth-grade students participating in the Micro-Place curriculum and nine comparable classes receiving traditional social studies instruction. Students participating in the Micro-Place curriculum achieved significantly higher post-test scores than did those in control classrooms. Pre-test scores, IQ, previous achievement, and involvement in the Micro-Place curriculum were all significant predictors of post-test scores. Sex was not a significant factor. Students indicated a high level of satisfaction with the new curriculum. (Author/RM)

ED 261 929 SO 016 784

Eveslage, Thomas

The First Amendment: Free Speech & a Free Press. A Curriculum Guide for High School Teachers.

PUB DATE- 85

NOTE- 76p.; Supported by the Gannett Foundation, the Society of Professional Journalists, Sigma Delta Chi, and the American Newspaper Publishers Association Foundation.

AVAILABLE FROM- Quill and Scroll, The University of Iowa, Iowa City, IA 52242 ($4.50 each).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Advertising; Broadcast Television; Censorship; Civil Rights; Confidentiality; Constitutional Law; Copyrights; Court Litigation; Curriculum Guides; English Instruction; Ethics; *Freedom of Speech; High Schools; Journalism; Learning Activities; *News Media; News Reporting; News Writing; Privacy; Resource Materials; Social Studies; Student Responsibility; Student Rights

IDENTIFIERS- *First Amendment; Libel

This curriculum guide is intended to encourage students to learn how everyone benefits when young people, other citizens, and the media exercise the constitutional rights of free speech and free press. Background information on free speech issues is provided, along with classroom activities, discussion questions, and student worksheets. There are 11 chapters. Chapters 1 and 2 summarize why the First Amendment should be studied and how that study might be approached. A brief discussion of how constitutional law and courts operate is provided in chapter 3. Other chapters outline and discuss specific free speech topics affecting the media. These include free expression versus government authority; libel; privacy and copyright; confidentiality, contempt, and the courtroom; obscenity, responsibility, and codes of ethics; and broadcast and advertising regulation. A chapter on students' rights and responsibilities reviews the earlier chapters within the context of the high school and student publications. The guide concludes with a brief summary of significant court cases and annotations of useful resources. (RM)

ED 261 930 SO 016 786

Smith, Judy
Something Old, Something New, Something Borrowed, Something Due: Women and Appropriate Technology.
Women's Resource Center, Missoula, MT.
PUB DATE- Oct 80
NOTE- 33p.; For related document, see SO 016 787. Photographs may not reproduce clearly. Produced under the Women & Women & Technology Project.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Economics Education; Energy Conservation; *Females; Science Education; *Sex Role; Sex Stereotypes; *Technical Education; *Technological Advancement; *Technology; Womens Studies
IDENTIFIERS- *Appropriate Technology

This booklet examines the role of women in an increasingly technology-based society. An introductory section outlines the logical relationship between women as consumption managers of food, clothing, and shelter needs and appropriate technology (AT) concerns. A second section, "Women's Place in Science and Technology," examines the reasons why few women, thus far, have been involved with AT. Sex role stereotypes regarding mathematics and science and traditional male control of certain technologies are cited. "Technology Necessary to Women's Autonomy" looks at the impact of high and low energy-intensive systems on women's social and economic role. "Appropriate Technology: A Male Enterprise" looks at the traditional focus of appropriate technologies on male technologies such as energy and transportation, rather than female technologies such as food preservation and clothing production. "A Case for Mutual Needs" considers whether the AT movement and the women's movement can work together. A five-part action plan is presented. A resource list and footnote section conclude the publication. (LP)

ED 261 931 SO 016 787

Smith, Judy; And Others
Women and Technology: Deciding What's Appropriate. Conference Proceedings (Missoula, Montana, April 27-29, 1979). Second Printing and Resource Update.
Women's Resource Center, Missoula, MT.
SPONS. AGENCY- Montana Committee for the Humanities, Missoula.
PUB DATE- 83
NOTE- 42p.; For related document, see SO 016 786. Photographs may not reproduce clearly. Partial funding provided by Environmental Studies Department, Northwest Women's Studies Association, and Alternative Energy Resources Organization.
AVAILABLE FROM- Women & Technology Project, 315 S. 4th E., Missoula, MT 59801 ($2.95, plus $0.50 postage).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Females; Feminism; *Sex Role; Technological Advancement; *Technology; United States History; *Womens Studies
IDENTIFIERS- *Appropriate Technology

Proceedings from a conference designed to promote discussion of the changing role of women in technological society is presented. Following an introduction, the first major address of the conference presents a point/counterpoint discussion on feminism and environmentalism (Judy Smith and Gary Kannenberg). "Cultural Images of Women and Technology" (Corky Bush) looks at women's relationship to technology through an examination of paintings and photographs. "History of Women and Technology" (Sue Armitage) considers the role of the common woman and technology through American history. "Women's Need for High Technology" (Jan Zimmerman) looks at the relationship between women, technology, and economic and political participation. "Women and Appropriate Technology" considers appropriate technology from the perspective of local control. A conference synthesis and list of workshops conclude the publication. (LP)

ED 261 932 SO 016 802

Teacher Reference Manual for Learning Resources Identified as "Unacceptable" or "Problematic" during the Curriculum Audit for Tolerance and Understanding.

Alberta Dept. of Education, Edmonton.

PUB DATE- Apr 85
NOTE- 84p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Bias; *Cultural Images; *Curriculum; Elementary Secondary Education; *Evaluation; Evaluation Criteria; Home Economics; Industrial Arts; Instructional Material Evaluation; Instructional Materials; *Labeling (of Persons); Language Arts; Social Sciences; Social Studies; *Stereotypes

This document provides teachers and school officials with information about the learning resources identified as "problematic" or "unacceptable," for the purpose of developing tolerance and understanding of different social or cultural groups. Forty-two publications are reviewed in the categories of health, home economics, industrial education, language arts, physical education, social sciences, and social studies. Each review contains title, publisher, authorized status at time of audit, publication date, audit rating, rationale for rating, examples of problems, departmental action, and remarks and suggestions for overcoming deficiencies. (LP)

ED 261 933 SO 016 803

Morton, John S.; And Others
Teaching Strategies: High School Economics Courses. Master Curriculum Guide in Economics.

Joint Council on Economic Education, New York, N.Y.
PUB DATE- 85
NOTE- 193p.
AVAILABLE FROM- Joint Council on Economic Education, 2 Park Avenue, New York, NY 10016 (JCEE Checklist No. 346, $14.00; quantity discounts available).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Course Descriptions; Course Organization; *Curriculum Development; Economics; *Economics Education; Evaluation Methods; Fundamental Concepts; High Schools; Learning Activities; Lesson Plans; Media Selection; Organizations (Groups); Resource Materials; Student Evaluation; *Teaching Methods; Units of Study

Economics lessons and suggestions on how to organize and teach high school economics courses are provided. An overview discusses how to organize an economics course, key economic concepts, how to choose instructional materials, and how to evaluate students. A bibliography of resource materials and addresses of resource organizations are also included. The bulk of the guide contains the economics lessons. Information provided for each lesson includes time required, concepts, objectives, rationale, materials needed, procedure, and evaluation procedures. Lessons deal with the following topics: scarcity, choices, and decisions; organizing an economy; circular flow of economic activity; productivity; supply and demand; equilibrium price and quantity; the allocation of resources by markets; price ceilings and floors; responsiveness of quantity demanded to price changes; third-party costs and benefits; competition; marginalism; indicators of economic performance; economic goals; inflation; the Federal Reserve; fiscal policy; why economists disagree; specialization; and foreign currencies. A sample outline of a one-semester high school course in economics concludes the guide. (RM)

ED 261 934 SO 016 804

Cary, Rick
A Structure for the Critique of Student Photographs.
PUB DATE- Apr 85
NOTE- 11p.; Paper presented at the Annual Meeting of the National Art Education Association (25th, Dallas, TX, April 18-23, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Art Education; Evaluation Criteria; *Evaluation Methods; Higher Education; Peer Evaluation; Photographs; *Photography; Secondary Education; Self Evaluation (Individuals); Student Developed Materials; Student Evaluation; *Teaching Methods
IDENTIFIERS- Art Criticism

A technique for critiquing secondary and college level students' photography is described. The structure of the students' photography assignment should include the following categories of information: (1) artist's intention; (2) subject; (3) technique; (4) composition; (5) miscellaneous considerations, such as mood and symbol; and (6) presentation--matting and framing craftsmanship. The student is asked to consider plans and options in each category and to provide written narratives. The instrument for the critiquing process is constructed as a Likert scale. The student responds to statements about the photograph and records a number corresponding to that response on the chart. The statements are organized under four categories that correspond to the categories in the assignment plan. They are intention, subject, technique, and composition. The instrument is especially effective with elective students and with those students who do not have extensive prior experience in art or photography. The scale can be used by the teacher to critique student work, by the student for self-critique, and by a group of students to evaluate one another's work. (RM)

ED 261 935 SO 016 805

The States Speak. A Report on Intergenerational Initiatives.
New Age, Inc., Ann Arbor, MI.

PUB DATE- May 85
NOTE- 24p.
AVAILABLE FROM- New Age, Inc., 1212 Roosevelt, Ann Arbor, MI 48104 ($7.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Adult Education; Aging (Individuals); Community Programs; Elementary Secondary Education; *Intergroup Relations; *Older Adults; Social Science Research; State Programs; Surveys
IDENTIFIERS- *Intergenerational Programs

Results of a national survey of state involvement in intergenerational programs are reported. Following a preface, material is presented in three main sections. Section I, "The Landscape of Intergenerational Programs," presents an overview of the main categories of programs throughout the country. Survey responses indicate that all 50 states have ongoing intergenerational programs in which education is a central focus. Thirty-seven of 45 responding states indicated that the most frequent intergenerational activity is health and human service-related. A third category of programs is described as unclassified and includes such activities as adopt-a-grandparent. Section II, "The Context of Need," considers the environment necessary for successful intergenerational programs. Considered are changing population profiles, the impact of technology, family policy, and political climate. Section III, "To Build a New House," presents an overall structure for intergenerational programs. The precepts emphasized are the importance of community, including in-between generations, the principle of reciprocity, using a variety of approaches, and providing a human touch. Two appendices contain a questionnaire and a summary of state responses to the survey. (LP)

ED 261 936 SO 016 806

Melville, Keith; Landau, David
The Soviets: What is the Conflict about? 1985 National Issues Forum.
Public Agenda Foundation, New York, NY.
SPONS. AGENCY- Domestic Policy Association, Dayton, OH.
PUB DATE- 85
NOTE- 41p.; For 1983-85 National Issues Forum publications, see ED 238 563, ED 255 428-432, and SO 016 807-808. Some illustrations may not reproduce clearly.
AVAILABLE FROM- Order Dept., Domestic Policy Association, 5335 Far Hills Ave., Dayton, OH 45429 ($3.00; three topics available in one VHS videotape, $25.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Citizen Participation; *Conflict; Foreign Countries; *Foreign Policy; Instructional Materials; *International Relations; International Trade; National Security; Policy Formation; Secondary Education; Social Studies; World Affairs
IDENTIFIERS- USSR

Appropriate for secondary school social studies or community programs, this publication considers United States-Soviet conflict. The first of four sections, "US-Soviet Relations at the Crossroads," looks at different American perceptions of the Soviet Union. "Regional Conflicts, Global Ambitions" focuses on Nicaragua as a case study of increasing Soviet influence that has arisen in other areas over the past 40 years and considers how the United States should respond to this influence. "Trading with the Soviets" questions whether it is in the United States' interests to broaden U.S.-Soviet contacts through trade and cultural exchange. "Aggressive Intentions, Defensive Reactions" looks at the controversy over building American defenses in the arms race. "New Rules for Superpower Relations?" examines how the superpower rivalry should be managed. Readings are accompanied by political cartoons and photographs. Supplementary material includes a reading list, acknowledgements, a materials order form, and two copies of a questionnaire concerning participants' views before and after the study of this topic. (LP)

ED 261 937 SO 016 807

Drumtra, Jeff; Melville, Keith
Taxes: Who Should Pay and Why? 1985 National Issues Forum.
Public Agenda Foundation, New York, NY.
SPONS. AGENCY- Domestic Policy Association, Dayton, OH.
PUB DATE- 85
NOTE- 40p.; For 1983-85 National Issues Forum publications, see ED 238 563, ED 255 428-432, and SO 016 806-808. Some illustrations may not reproduce clearly.
AVAILABLE FROM- Order Dept., Domestic Policy Association, 5335 Far Hills Ave., Dayton, OH 45429 ($3.00; three topics available on one VHS tape, $25.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Citizen Participation; *Finance Reform; Instructional Materials; Policy Formation; *Public Policy; Secondary Education; Social Studies; *Taxes

Appropriate for secondary school social studies or community programs, this publication considers the issue of taxation in America. The first of five sections, "Taxing Matters," considers the growing perception that the present tax code is unfair and in need of drastic reform. Alternative solutions to the problem are considered. "The Loophole Lobby" looks at the various loopholes, deductions, and exemptions in the present tax code. "Progressive Intentions" examines the principle that those with higher incomes should pay more taxes. "Beyond the Income Tax" investigates methods of taxation other than the federal income tax system. A final section, "The Bottom Line," raises the issue of what compromises citizens are willing to accept in making tax reform. Before and after questionnaires on participants' viewpoints are provided with the materials. Supplementary materials include a reading list, acknowledgements, and materials order form. (LP)

ED 261 938 SO 016 808

Melville, Keith; Longman, Phillip
Welfare: Who Should be Entitled to Public Help? 1985 National Issues Forum.
Public Agenda Foundation, New York, NY.
SPONS. AGENCY- Domestic Policy Association, Dayton, OH.
PUB DATE- 85
NOTE- 44p.; For 1983-85 National Issues Forum publications, see ED 238 563, ED 255 428-432, and SO 016 806-807. Some illustrations may not reproduce clearly.
AVAILABLE FROM- Order Dept., Domestic Policy Association, 5335 Far Hills Ave., Dayton, OH 45429 ($3.00; three topics available on one VHS videotape, $25.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Citizen Participation; Instructional Materials; Policy Formation; Private Agencies; Private Financial Support; Public Policy; Secondary Education; Social History; *Social Responsibility; Social Studies; United States History; *Welfare Recipients; *Welfare Services

Appropriate for secondary school social studies or community programs, this publication considers the issue of welfare in the United States. The first of five sections, "Reassessing the Welfare State," looks at the history of welfare in America since Franklin Roosevelt and assesses the need for reexamining policy. "The Generous Revolution" looks at the basic human needs met by the welfare system. "A New Deal for the Neediest" presents the case that greater efforts should be made to provide public assistance to the neediest, even at the expense of cutting back on benefits to others. "Back to Basics" looks at the role the private sector should assume in providing social assistance. "Social Policy in an Age of Limits" considers whether policy developed in the 1930's and 1960's is appropriate for the 1980's. A self-administered pretest and posttest are provided with the readings. Additional materials include a reading list, acknowledgments, and materials order form. (LP)

ED 261 939 SO 016 809

Lott, Bruce
An Introduction to Buddhism: Slide/Script Presentation.
Brigham Young Univ., Provo, UT. Center for International and Area Studies.
PUB DATE- 82
NOTE- 23p.; Prepared by Asian Outreach, Brigham Young University. Script and 20 slides available from Brigham Young University, David M. Kennedy Center for International Studies, Box 61, Faculty Office Building, Provo, UT 84602 ($15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Buddhism; *Geography Instruction; High Schools; *Humanities Instruction; Religion; Religious Cultural Groups; *Religious Education; *Social Studies; Units of Study

A basic introduction to Buddhism is provided in this unit of study for high school students. The unit can be taught in social studies, geography, humanities, or religion courses. Time required is two class periods of 45 to 50 minutes each. The unit's objective is to help students gain a greater knowledge and appreciation of Buddhism and its applications and effects in the lives of Asian as well as Western believers. On day one students learn, through a lecture, about the origin and teachings of Buddha, including the four noble truths and the eightfold path to enlightenment. During the second class period, students view a slide show and learn about doctrinal conflicts and the major forms of Buddhism today. Students are encouraged to participate in classroom discussions. The unit suggests supplementary activities. For example, students look for applications of Buddhist principles in their own lives in coping with problems, visit a Buddhist temple, and learn to meditate. Quizzes are provided. (RM)

DOCUMENT RESUME

ED 261 940 SO 016 811

Benade, Judith A.
Freedom Fighters of South Asia: Mohandas K. Gandhi and Mohammad Ali Jinnah and Jawaharlal Nehru and Subhas Chandra Bose and Bal Gangadhar Tilak and Vallabhbhai Patel.
Wisconsin Univ., Madison. South Asian Language and Area Center.
PUB DATE- 85
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- *Area Studies; *Asian Studies; Biographical Inventories; Biographies; Colonialism; *Leaders; Resource Materials
IDENTIFIERS- Bose (Subhas Chandra); *Freedom; Gandhi (Mahatma); *India; Jinnah (Mohammad Ali); Nehru (Jawaharlal); Patel (Vallabhbhai); Tilak (Bal Gangadhar)

Biographies of five men who dedicated their lives to fighting for the independence of India are presented. Mohandas K. Gandhi, born in 1869, spent his life in non-violent resistance to the many injustices being perpetrated against the poor and needy of India. Born in 1876, lawyer Mohammad Ali Jinnah was close in ideas, hope, and spirit to Gandhi. He promoted self-government for India and Hindu-Muslim unity. Jawaharlal Nehru was born in 1889. He also was attracted to Gandhi's ideas and worked for Indian independence. Nehru was Prime Minister of India for nearly 17 years. Another great freedom fighter was Subhas Chandra Bose, born in 1897. Bose resigned from a coveted Indian civil service position he had earned and dedicated his life to fighting for home rule. Bal Gangadhar Tilak, born in 1856, was regarded by the British rulers of India as the "father of Indian unrest." He selflessly served India, and everyone looked to him for political inspiration. Vallabhbhai Patel, born in 1875, is called India's "Iron Man" because of his strength of character and his great contribution to India's independence. (RM)

ED 261 941 SO 016 813

Hursh, Heidi; Prevedel, Michael
Activities Using the New State of the World Atlas. Grades 7-12.
Denver Univ., Colo. Center for Teaching International Relations.
REPORT NO - ISBN-0-943804-56-6
PUB DATE- 85
NOTE- 118p.; For the 1983 edition, see ED 240 004.
AVAILABLE FROM- CTIR Publications, Dept. SC, University of Colorado, Denver, CO 80208 ($16.25)
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- African Culture; African History; *Area Studies; Asian History; Asian Studies; Civil Liberties; Developing Nations; Disarmament; Environmental Education; European History; *Global Approach; Islamic Culture; Journalism Education; Labor Force; Latin American Culture; Learning Activities; *Locational Skills (Social Studies); *Map Skills; Nuclear Warfare; Political Power; Refugees; Research Skills; Science Instruction; Secondary Education; Second Language Instruction; Social Studies; Student Research; *World Affairs; *World Problems
IDENTIFIERS- France; Separatism

Teachers of social studies, foreign language, science, and journalism will find these learning activities useful in integrating "The New State of the World Atlas" (Simon and Schuster, 1984) into their curriculum. The book is organized into three sections. The first section uses an area studies approach. Activities focus on geopolitical and cultural groups of nations, including Latin America, South Asia, East Asia, Western Europe, the Islamic world, French-speaking nations, newly industrializing countries, and Africa. Stereotypes, similarities and differences, and interrelationships among the nations are explored. The activities in the second section deal with the issues of human rights, labor, rich and poor nations, refugees, separatist movements, the arms race, global environmental problems, and forms of power. In the last section students apply research skills to the "Atlas" as a whole. All the activities involve the use of more than one map and are structured to reinforce higher level cognitive skills. Students compare, analyze, and ask questions that lead to further study in other sources. The guide concludes with student handouts to be used in the activities. (RM)

ED 261 942 SO 016 815

Udokang, Patricia, Ed.
Women in Industry: North-South Connections. A Study by the North-South Institute.
North-South Inst., Ottawa (Ontario).

REPORT NO.- ISBN-0-920494-53-6
PUB DATE- 85
NOTE- 86p.
AVAILABLE FROM- The North-South Institute, 185 Rideau St., Ottawa, Canada K1N 5X8. In English or French ($8.50).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Developed Nations; *Developing Nations; *Employed Women; Global Approach; *Industry; Labor Conditions; Labor Needs; Labor Problems; Participative Decision Making; Public Policy; Resource Materials; Sex Discrimination; Work Environment
IDENTIFIERS- *Canada; *Third World; Transnational Corporations

Trends concerning women working in industry are discussed. Although women make up a majority of the workforce in most manufacturing industries in both developed and developing nations, they have little say or consideration in the decisions that affect their lives. Following a brief introduction in chapter 1, the second chapter, "The Rise of Third World Manufacturing," discusses export-oriented policies, the role of transnational corporations, and Northern markets and the threat of protectionism. "Women in Third World Industries" is the focus of the third chapter. The electronics industry and the textile and clothing industries are emphasized. Chapter 4, "Canadian Linkages: Women in the Vulnerable Industries," examines how import competition from developing countries is affecting Canadian women working in the garment industry. The Canadian adjustment policy is discussed. The fifth chapter, "Labour Conditions Abroad and Canadian Responses," discusses how Canadian workers are losing their jobs to unfair competition from developing countries in which workers are exploited. Mechanisms for improving labor conditions are examined. Chapter 6 consists of a conclusion to the report. A bibliography is provided. (RM)

ED 261 943 SO 016 816

Participation of Women: The Reality in 1985.
Council of Europe, Strasbourg (France).
PUB DATE- Jan 85
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Journal Articles (080) Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Serials (022)
DESCRIPTORS- Developed Nations; Developing Nations; Economics; *Females; *Feminism; Labor Economics; Laws; *Political Issues; *Political Power; Power Structure; Rural Areas; Rural Urban Differences; Sex Discrimination; Unions; Womens Studies

A compilation of 10 articles presents perspectives on the issue of female political participation. "The Patriarchy Takes a Ribbing" (Benoite Groult) looks at women as the primary agents for economic and political change. "Women and Political Power in Europe" (Mariette Sineau) considers variations in female responsibility and status in policy-making bodies. "Running the Country?--the Role of Rural Women" (Anna Mangrioti) focuses on the impact of rural traditions and attitudes in limiting female participation in rural political life. "Sexual Violence and the Law in Italy" (Guido Modona) looks at proposals for reform of Italian laws regarding sexual violence in criminal law. "Sex Discrimination in the United Kingdom" (David Pannick) examines a recent case heard by the European Court of Human Rights concerning sex discrimination in United Kingdom immigration rules. "Unions and the Working Woman" (Hortense Horburger) outlines the difficulties involved in organizing working women. "To Denounce without Distorting" (Zoulika Boukortt) recounts the experiences in a young Algerian woman's life in two cultures. "Resolving Sexual Harassment in Canada" (Shelagh M'Gonigle) looks at Canada's growing recognition of sexual harassment as a legal problem. "A Woman's Life in Switzerland" (Gabrielle Nanchen) considers whether the recent election of a female representative to the Federal Council constitutes a real step forward for women in that country. "Violence Against Women: A Scandinavian Perspective" (Annika Snare) describes how public attitudes towards violence against women have changed in the past decade. (LP)

ED 261 944 SO 016 817

Merrill, Robert S., Ed.; Willner, Dorothy, Ed.
Conflict and the Common Good. Studies in Third World Societies, Publication Number Twenty-Four.
College of William and Mary, Williamsburg, VA. Dept. of Anthropology.
PUB DATE- Jun 83
NOTE- 158p.
AVAILABLE FROM- Department of Anthropology, College of William and Mary, Williamsburg, VA 23185.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Birth Rate; *Conflict; *Conflict Resolution; Crime; *Developing Nations; Ethnic Groups; Family Planning; Foreign Countries; *Policy Formation; Politics; Population Growth; *Public Policy; Social Action; *Social Problems; World Problems
IDENTIFIERS- Cree (Tribe); Ghana; Japan; Latin America; Nigeria; *Public Interest; Quebec (North); Singapore

The fundamental theme of these papers is what constitutes the common good and the issues and problems related to the understanding of that common good. Several anthropologists and a political scientist explore this theme in various geographic settings and from many theoretical and methodological perspectives. Among the countries and cultures represented in the compendium are Nigeria, Ghana, Japan, Singapore, Latin America, Chinatown USA, the Circumpolar North, and Canada. Papers include "Planning Nigeria's New Capital City: Implementation and the Public Good" (Ronald Cohen and John Paden); "Chieftaincy and Constitutionalism in Ghana: The Case of the Third Republic" (Maxwell Owusu); "The Reduction of Rates of Violent Crime: Japan since World War II" (Robert J. Smith); "Planners, Householders and Fertility Reduction" (Robert S. Merrill); "Conflict in Chinatown: Changing Images and Institutions" (Serena Nanda); "Research, Policy and Ideas in Good Currency: The Squatter Settlement Phenomenon" (Lisa R. Peattie); "Internal Colonialism or Self-Sufficiency? Problems and Prospects in the Circumpolar North" (John Dryzek and Oran R. Young); and "Formulating the Common Interest: The Role of Structures in Cree Development" (Richard F. Salisbury). (RM)

ED 261 945 SO 016 818

Sokolovsky, Jay; Sokolovsky, Joan

Aging and the Aged in the Third World: Part II. Regional and Ethnographic Perspectives. Studies in Third World Societies, Publication Number Twenty-Three.

College of William and Mary, Williamsburg, VA. Dept. of Anthropology.

PUB DATE- Mar 83

NOTE- 155p.; For Part I, see ED 251 334.

AVAILABLE FROM- Department of Anthropology, College of William and Mary, Williamsburg, VA 23185.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Collected Works - General (020)

DESCRIPTORS- *Aging (Individuals); Case Studies; *Developing Nations; *Ethnography; *Older Adults; *Social Problems; Social Science Research; Social Structure; Social Systems; Social Values

IDENTIFIERS- China; India; Mexico; Papua New Guinea; Sudan; Third World

A volume devoted to aging and the aged in Third World societies focuses on ethnographic case studies from Papua New Guinea, China, India, the Sudan, and Mexico. The first of five articles, "Sweeping Men and Harmless Women: Responsibility and Gender Identity in Later Life" (Dorothy Ayers Counts), examines the perception of gender over the life cycle through a focus on the Lusi-Kaliai people of Papua New Guinea. "Cultural Alternatives for the Vulnerable Elderly: The Case of China Past and Present" (Andrea Sankar) considers the elderly in China who have "fallen through the cracks"--e.g., childless and single elderly. "The Family Life of Older People in a Changing Society: India" (Sylvia Vatuk) concerns the effects of urbanization on the aging in India. "Aging, Power, and Status in an East African Pastoral Society" (Elizabeth H. Andretta) looks at a society in which the elderly are not a special status group. "Familial and Public Contexts for Aging: Growing Old in a Rapidly Changing Mexican Village" (Jay and Joan Sokolovsky) argues that societal transformation does not in itself preordain disastrous consequences for the elderly. Notes on contributors conclude the volume. (LP)

ED 261 946 SO 016 819

Tilak, Jandhyala B. G.
Analysis of Costs of Education in India. Occasional Paper 10.
National Inst. of Educational Planning and Administration, New Delhi (India).
PUB DATE- 85

NOTE- 68p.; Document contains broken print throughout.
AVAILABLE FROM- National Institute of Educational Planning and Administration, 17-B, Sri Aurobindo Marg, New Delhi, India 110016 (write for price)
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Education; Cost Effectiveness; *Costs; *Developing Nations; *Educational Economics; Educational Research; Elementary Secondary Education; Private Education; Public Education
IDENTIFIERS- *India

A paper analyzing the cost of education in India is divided into three major sections. In the first section, the author highlights the importance of cost analysis, describes a taxonomy of costs of education, and discusses alternative concepts of unit costs of education and other conceptual and analytical issues. The nature of official and non-official statistics of costs of education--both private and public--is described in section two. In section three an analysis of costs of education in India is presented, based upon empirical estimates. The paper of education, and concludes with suggestions on the problem of cost analysis of Indian education. Eighteen tables accompany the paper. (LP)

ED 261 947 SO 016 823

Martin, Judith N.
The Impact of a Homestay Abroad on Relationships at Home. Occasional Papers in Intercultural Learning, No. 8.
AFS International/Intercultural Programs, Inc., New York, N.Y.
PUB DATE- Sep 85
NOTE- 26p.; AFS International/Intercultural Programs, Inc., 313 East 43rd St., New York, NY 10017 (free).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Communication (Thought Transfer); Educational Research; *Family Relationship; Friendship; Higher Education; Interaction; International Educational Exchange; Parents; *Peer Relationship; Secondary Education; Siblings; Student Exchange Programs; *Study Abroad

Study findings showed that living with a new family in a foreign country has a major and direct impact on the quality of young people's relationships with parents, siblings, and friends. A sample of 300 recently returned AFS students were surveyed; 173 students completed questionnaires. The returned students assessed their communication with their parents as being significantly higher in frequency and in quality than their communication with siblings and friends. Regarding changes that may have occurred in relationships since their departure for their homestay abroad, students revealed that relationships with friends changed more negatively than relationships with siblings or parents. One fifth of relationships with friends were described as deteriorating a great deal. In contrast, only 2 percent of parent relationships and only 1 percent of sibling relationships were described in this way. Romantic attachments are especially prone to deterioration. In the cases of both romances and other friendships, the underlying cause of negative changes was often identified as the comparatively rapid maturation and increase in knowledge on the part of the returned AFS student. (RM)

ED 261 948 SO 016 824

Kourilsky, Marilyn; Graff, Edna

Children's Use of Cost-Benefit Analysis: Developmental or Non-Existent.

PUB DATE- Jul 85
NOTE- 24p.
AVAILABLE FROM- This research was made possible by a Grant from the Charles Stewart Mott Foundation.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Development; Cost Effectiveness; *Critical Thinking; *Decision Making; *Economics Education; Educational Research; Elementary Education; *Skill Development
IDENTIFIERS- *Mini Society

The main purpose of the study was to ascertain whether the use of cost-benefit analysis by children tends to be age-related, a function of instructional mediation, both, or neither. The subjects included 220 first, second, third, and fourth graders ranging in age from six to nine years. One hundred and fourteen subjects were assigned to the treatment group. All subjects lived in a predominantly white neighborhood and attended one of two neighboring schools. Each subject was individually interviewed; responses were tape recorded and later scored by two trained judges who were specialists in economics. The major results indicated that children, as they get older, seem to have both a better understanding of cost-benefit analysis and a tendency to invoke such reasoning in everyday decision making. Also, participation in an instructional program, Mini-Society, appears to produce both a greater understanding of and proclivity to utilize cost-benefit analysis. (Author)

ED 261 949 SO 016 825

Zur, O; And Others
Men, Women and War: Gender Differences in Attitudes towards War.
PUB DATE- Apr 85
NOTE- 12p.; Paper presented at the Annual Meeting of the Western Psychological Association (San Jose, CA, April 18-21, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Abstract Reasoning; *Females; Interpersonal Relationship; Laws; *Males; Moral Development; Moral Values; Psychological Characteristics; *Sex Differences; *Social Attitudes; Social Science Research; *War

This study showed that war does have an appeal to both men and women, but that appeal is different and is related to the set of moral concerns that are unique to each gender. To assess the different aspects of men's and women's attitudes towards war, a 48-item Likert-type scale was constructed and administered to 148 students. Results showed that women will support war, at least as enthusiastically as men, when an appeal is made based on empathy for oppressed and vulnerable human beings, or an emphasis is placed on group cohesion and intensification of interpersonal relationships in the community during war. The data indicated that men are more prone than women to justify war according to rational and legal criteria, and that women find it more difficult than men to accept, condone, or justify any acts of violence, killing, and destruction during war. It was also found that men more than women accept stereotypical sex roles during war, e.g., men as warriors and protectors and women as caretakers. (Author/RM)

ED 261 950 SO 016 826

Slem, Charles, M.; Nelson, Linden
Enhancing the Effects of "The Day After" with an Educational Intervention.
PUB DATE- Apr 85
NOTE- 27p.; Paper presented at the Annual Meeting of the Western Psychological Association (San Jose, CA, April 20, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Attitude Change; Commercial Television; Disarmament; Educational Research; *Educational Strategies; Higher Education; *Lecture Method; *Mass Media Effects; *Nuclear Warfare; Program Effectiveness; *Student Attitudes; Teacher Effectiveness
IDENTIFIERS- *Day After (The)

The major purpose of this study was to investigate the possible enhancement of the effects of the movie "The Day After" via an educational lecture on the arms race that was given seven days after the movie presentation. Subjects were 370 college students in ten introductory psychology classes. A Nuclear Weapons Policies questionnaire was administered to students before and immediately after the telecast of the movie. Seven days after the movie telecast, four class sections attended a previously scheduled lecture on the psychological aspects of the nuclear arms race. The questionnaire was again administered to all students ten days after the movie was televised. Results showed that the lecture did not enhance the effects of the movie. The lecture was then modified by introducing more psychologically oriented information and tested on another group of 241 students. In addition to replicating most of the effects produced by the film and the film with lecture, the modification of the lecture format produced significant changes in estimates of the probability of nuclear war, and most importantly, in arms control opinions. (RM)

ED 261 951 SO 016 828

Sanchez, James Joseph, Comp.; Madden, Gregory J., Comp.
A Businessman's Guide to the Economic Geography and International Trade of the People's Republic of China: A Selected Annotated Bibliography.
PUB DATE- Sep 85
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Business; *Business Education; Higher Education; *Human Geography; International Relations; *International Trade; Marketing; Reference Materials; Resource Materials
IDENTIFIERS- *China

Intended to support undergraduate curricula in international business, this annotated listing cites English-language materials dealing mainly with international trade and the economic geography of China. Also included are materials dealing with demography, public health, historical geography, and the geography of cities. All materials included are in the library collection at the University of Phoenix. The kinds of materials cited include bibliographies, guides, reference materials, U.S. government publications that provide brief overviews of relevant topics, directories, handbooks, and atlases. Many of the materials listed were published in the 1970's and 1980's; however, some items were published as early as the 1930's. For each item complete bibliographic information, call number, and a brief description are provided. (RM)

ED 261 952 SO 016 830

Ventura-Merkel, Catherine; Lidoff, Lorraine
Community Planning for Intergenerational Programming. Volume VIII.
National Council on the Aging, Inc., Washington, D.C.
PUB DATE- 83
NOTE- 65p.; Prepared with the support of the Charles Stewart Mott Foundation.
AVAILABLE FROM- The National Council on the Aging, Inc., 600 Maryland Ave., S.W., West Wing 100, Washington, DC 20024 ($8.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; *Aging (Individuals); Committees; Community Programs; Elementary Secondary Education; *Models; *Program Administration; Program Design; *Program Development; Resources
IDENTIFIERS- *Intergenerational Programs

Designed as an effort to gather, package, and disseminate useful programmatic information on aging education, this publication is divided into seven substantive sections. Following a preface and acknowledgements, an introduction presents a model of intergenerational programming, a definition of an intergenerational activities committe, purposes of such a committee, a rationale for intergenerational programming, and program barriers and benefits. A second section describes how to use the model. Planning steps, organizational steps, and implementation steps are described in the next three sections. Suggestions from experts in intergenerational programming are provided in section six. The final section contains resources for intergenerational programming, including readings, program examples, and organizations; and general references on planning, public relations, fundraising, evaluation, and committee development. An appendix consists of a sample agenda and sample minutes from an intergenerational activities committee. (LP)

ED 261 953 SO 016 831

Tedeschi, Richard G.; Cann, Arnie
Resolving a Commons Dilemma: The Effect of an Impending Crisis and Involvement in Decision-Making.
PUB DATE- Mar 85
NOTE- 8p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Boston, MA, March 21-24, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Cost Effectiveness; *Crisis Intervention; *Decision Making; Educational Research; Higher Education; *Policy Formation; *Resource Allocation; Simulation
IDENTIFIERS- *Commons Dilemma Choices

The attractive features of various strategies for resolving a simulated commons dilemma (a paradox in which a long-term benefit requires the individual to forego immediate gain) were determined in conditions where 40 groups of college age participants (total number = 136) were acting as a world policy making body or local advisory group when there either was or wasn't a resource crisis. Resource monitoring and rationing were favored under both conditions. Those representing local groups not facing a crisis favored democratic usage decisions and were more likely to endorse solutions applied locally. Findings indicate that degree of resource depletion and level of involvement in decision making affected perceptions of appropriateness of solutions. (Author/LP)

ED 261 954 SO 016 832

Feulner, John A., Comp.
Who Knows? Selected Information Resources on International Social Affairs.
Library of Congress, Washington, D.C.
REPORT NO.- SL-84-6
PUB DATE- Nov 84
NOTE- 60p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Children; Civil Liberties; Crime Prevention; Family Planning; Females; Food; *Global Approach; Health Programs; Health Services; *Human Resources; Hunger; *Information Sources; *International Cooperation; *International Programs; Laws; Population Education; Population Growth; Public Agencies; Rural Areas; Rural Development; Social Agencies; *Social Problems; Technical Assistance; Technological Advancement; Technology Transfer; Voluntary Agencies; Volunteers; Water Resources; World Problems
IDENTIFIERS- Chambers of Commerce

These two annotated listings cite organizations, groups, and programs that provide information on international social affairs. The entries were selected from the data base of the National Referral Center of the Library of Congress. Listings are organized under the following headings: volunteer agencies; food; law; health; population; rural affairs/water; technology; training; women/children/family; and other organizations. An organization names index is provided. The type of information provided for entries includes address, telephone number, a description of the group or program, areas of interest, holdings, publications, and information services. (RM)

DOCUMENT RESUME

ED 251 [illegible]55 SO 016 833

Johnson, U. Alexis; And Others

China Policy for the Next Decade. Report of the Atlantic Council's [illegible] on China Policy. [illegible] Policy Papers.

Atlantic Council of the United States, Washington, DC.

PUB DATE Oct 83

NOTE [illegible] For related document, see SO 016 [illegible].

AVAILABLE FROM The Atlantic Council of the United States, 1616 H St., N.W., Washington, DC 20006 ($5.00, prepaid).

LANGUAGE English

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE [illegible] Viewpoints/Position Papers/Essays (120)

DESCRIPTORS Cultural Exchange; Cultural Interrelationships; Economics; Foreign Policy; Futures (of Society); Higher Education; Intercultural Communication; Intercultural Programs; International Cooperation; International Education; International Educational Exchange; International Relations; National Defense; Political Issues; *United States History

IDENTIFIERS *China; Taiwan; [illegible]

Relations between the United States and China are discussed, and future policy recommendations are made. There are eight major sections. Section I contains an introduction. Section II examines common interests of the United States and its friends and allies. The third section deals with the evolution of relations between the United States and China. The recent background is described. Evolution of Chinese policy—economic, domestic political, foreign and defense—is discussed. Evolution of U.S. policy regarding U.S./China economic relations, mutual understanding, U.S./China security relations, and U.S./China cultural and educational relations is also examined. Sections IV, V, and VI explore the prospective influence and likely interaction of other key actors that may influence the U.S./China relationship, e.g., the Soviet Union, Taiwan, and other Asian countries. The seventh section deals with the relationship between Atlantic and Pacific security. Policy recommendations conclude the publication. (RM)

ED 2[illegible]2 956 SO 016 834

Pellegrino, Edmund D., [illegible]
The Teaching of Values to the Successor Generation. The Atlantic Council's Working Group on the Successor Generation. Educational Series Policy Papers.
Atlantic Council of the United States, Washington, DC.
PUB DATE [illegible]
NOTE [illegible] For related documents, see ED 255 [illegible] and SO 016 835.
AVAILABLE FROM The Atlantic Council of the United States, 1616 H St., N.W., Washington, DC 20006 ($5.00 prepaid).
LANGUAGE English
EDRS PRICE - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE [illegible]/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS Controversial Issues (Course Content); *Democracy; *Democratic Values; *Educational Needs; Educational Objectives; Educational Responsibility; Elementary Secondary Education; Futures (of Society); Higher Education; Political Attitudes; *Political Socialization; Role of Education; School Responsibility; *School Role; Social Values

The core values of democratic societies and the responsibilities of educational institutions to transmit those values to succeeding generations are discussed. Free societies cannot survive unless the values upon which they are grounded are fully comprehended and practiced by each generation. But each generation must also transmit these values faithfully to the successor generation, those who are to succeed to leadership and power in their own countries and in the world. There has recently been a disturbing uncertainty and confusion about the traditional values of Western democracy in the countries of the Atlantic Community. There is a need to reaffirm that common denominator of values, without which the democratic way of life cannot successfully resist the counter-values prevalent in so many countries today. Discussed here are what values constitute the common denominator and how they should be transmitted to succeeding generations. The publication includes the names of those who participated in the Atlantic Council's working group on the successor generation. [illegible]

ED 261 957 [illegible] 016 841

Engel, John W.
Protestant Work Ethics: A Comparison of American and Japanese Working Men.
PUB DATE: Aug 85
NOTE: 29p.; Paper presented at the Annual Convention of the American Psychological Association (Los Angeles, CA, August 1985). This work was supported by the Hawaii Institute of Tropical Agriculture and Human Resources.
LANGUAGE: English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE: Reports - Research/Technical (143); Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS: Comparative Analysis; *Cross Cultural Studies; Cultural Differences; *Employee Attitudes; Employer Employee Relationship; Group Membership; Individualism; Males; Social Responsibility; Social Science Research; *Social Values; *Work Attitudes
IDENTIFIERS: Japan; *Protestant Work Ethic; United States; *Work Ethic

While concerns grow regarding the possible "decline" of America's traditional work ethics, there is a growing interest in Japanese economic successes and work ethics. This study compares the work ethics of American and Japanese men. A questionnaire was designed to measure values related to America's "Protestant work ethic(s)" and to traditional Japanese work ethics. Work Ethic Questionnaires were distributed to samples of 220 American and [illegible] Japanese employed men. T-test comparisons of groups resulted in significant differences on 25 of 34 work ethic items. American men were found to place a higher value on individualism, independence, and self-sufficiency, and tended to believe that education and hard work lead to success. Japanese men were found to place a higher value on group involvement, loyalty to employer and country, and large over small organizations, and tended to agree with many of the values that have been called "Puritan" or "Protestant work ethic" in America. Results are discussed in terms of American and Japanese cultural traditions and change. The data provided evidence that "Protestant ethics" are still strong in America while some aspects of traditional Japanese work ethics may be changing. A reference list and a table showing the results of a comparison between the work values of American and Japanese men conclude the document. (Author/LH)

ED 261 958 SO 016 846

Music in Our Lives. Volume I: Syllabus. Preliminary Edition.
New York State Education Dept., Albany. Bureau of Curriculum Development.
PUB DATE- 85
NOTE- 105p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Applied Music; Basic Skills; Course Content; Course Descriptions; *Curriculum Development; Disabilities; Educational Objectives; Evaluation Methods; High Schools; Independent Study; Listening Skills; Mainstreaming; Musical Composition; *Music Education; Skill Development; Student Projects; Teaching Methods

This syllabus will assist administrators and teachers in New York State in helping students meet the Regents Action Plan requirement for one year of high school art or music. Each student must acquire the knowledge, understanding, and appreciation of the artistic, cultural, and intellectual accomplishments of civilization and develop the skills to express personal artistic talents. The first part of the syllabus describes course requirements. Each of the following areas is discussed: (1) listening, (2) performing, (3) composing, (4) using basic tool skills, and (5) developing a special interest independent project. For each of these areas the following information is provided: description and explanation, level, and scope. Specific criteria regarding the content, procedures, and evaluation of independent projects are provided. The second part of the syllabus lists student outcomes. The information provided for each of the specific areas outlined in part one and for computer music and electronic music includes goals, knowledge and understanding, attitudes, skills, and evaluative criteria. The appendix contains a statement of regents' goals and an article that discusses how to provide music education for the handicapped. [illegible]

ED 261 959 SO 016 847

Endo, Russell
The Current Status of Japanese Americans.
PUB DATE Jun 85
NOTE 29p.; Paper presented at the Southwest Forum on Minority Group Research (Denver, CO, June 1985).

LANGUAGE English
EDRS PRICE MF01/PC02 Plus Postage.
PUB TYPE Opinion/Personal Viewpoints/Position Papers/Essays (120) -- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS Acculturation, Economic Factors, Economic Status, *Japanese American Culture, *Japanese Americans, Social History, Social Problems, Social Science Research, *Social Status, Stereotypes

A study of the current status of Japanese Americans is divided into three sections. Following a brief introduction, a background section provides an overview of Japanese American history, population size and socio-economic measures, and selected social characteristics. A second section looks in greater depth at socioeconomic status as reported in findings of the United States Commission on Civil Rights and the United States Bureau of the Census. Among the findings are the greater tendency of Japanese Americans than White Americans to have low income families, lower median incomes, high median education and overrepresentation in fields such as science and engineering. Also considered are characteristic social problems and the question of assimilation. Common conceptions of Japanese Americans as having few social problems and assimilating easily are refuted. In the conclusion, the author argues that the positive image of Japanese Americans has certain negative consequences in that it validates the American idea of equal opportunity and obscures important social problems facing Japanese Americans. (LP)

ED 261 960 SO 016 850

[illegible]
Reflections of Yesterday: Procedures for Investigating Local History. Intermediate and Middle School Level.
Iowa State Dept. of Public Instruction, Des Moines.
PUB DATE- [illegible]
NOTE- 67p.; Some illustrations may not reproduce clearly. For related document, see SO 016 85[illegible].
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides-Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Buildings; Community Resources; Community Study; Family History; *History Instruction; Human Resources; Intermediate Grades; Learning Activities; *Local History; Local Issues; Middle Schools; Oral History; Primary Sources; *Social Studies; *Teaching Methods
IDENTIFIERS- Artifacts; Iowa

Procedures to help intermediate-grade social studies teachers implement a local history unit are provided. Although intended for teachers in Iowa, the guide can easily be used by educators in any state. The procedures are organized around three major generalizations: (1) buildings and artifacts are resources in explaining the history of a community; (2) people's memories are resources in explaining the history of a community; and (3) documents are resources in explaining the history of a community. For each major generalization, lessons dealing with various subtopics are provided. Separate lessons for each of the intermediate grade levels--4, 5, and 6--are provided for each subtopic. Information provided for each subtopic includes summary, objectives, suggested time, materials, and procedures or teaching methods. Students are involved in many different kinds of activities. For example, students sketch examples of architecture from their local community, take part in simulations, debate issues, make a community timeline, research primary sources, take field trips, research family histories, and interview community persons. The guide concludes with a glossary of old house parts. (RM)

ED 261 961 SO 016 851

[illegible]son, Lynn E.
Iowa History Month, 1985.
Iowa State Dept. of Public Instruction, Des Moines.
PUB DATE- 85
NOTE- 43p.; Prepared for the Iowa Historical Museum Foundation. Some maps and illustrations may not reproduce clearly. For related document, see SO 016 850.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides-Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Community Resources; Community Study; Elementary and Secondary Education; Fund Raising; *History Instruction; Human Resources; Instructional Materials; Learning Activities; *Local History; Organizations (Groups); Resource Materials; School Community Relationship; *Social Studies; *State History; Student Projects
IDENTIFIERS- *Iowa

This guide contains several ideas to help elementary and secondary students celebrate Iowa History Month, October 1985. There are four major sections. The first section contains an historic calendar for the month of October. Each day focuses on a significant occurrence in Iowa history and provides specific suggestions for discussing the events. The activities are appropriate for grades 3-12. Section II provides several class and community activities that are adaptable to the particular needs and level of the class. For example, students design posters on the theme "Iowa Then and Today," make centennial quilts, arrange a store window display, or make a community quilt. The third section provides the names, addresses, and phone numbers of groups that provide materials for teaching Iowa history. This section also contains a sample of the "Teachers Guide to a History of Iowa," developed by a project funded by the National Endowment for the Humanities. The fourth section contains the "Building Coordinators Fund Raising Guide," intended to help individual schools undertake fund raising projects for the new Iowa Historical Building. (RM)

ED 261 [illegible] SO 016 852

Landry, Jean; [illegible] Caroline
Activities for Teaching about Japan.
Harris County Dept. of Education, Houston, Tex.
PUB DATE [illegible]
NOTE- [illegible] illustrations and newspaper articles may not reproduce clearly. Greater part of document is printed on colored paper.
LANGUAGE- English.
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -- Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Asian Studies; *Cross Cultural Studies; Economics Education; Foreign Countries; *Foreign Culture; High Schools; History; Instructional Materials; Interdisciplinary Approach; International Relations; International Trade; Junior High Schools; Learning Activities; Resources; Units of Study
IDENTIFIERS- *Japan

A compilation of lessons on Japanese history and cultural and contemporary issues is divided into sections for middle schools and high schools. A total of four lessons and a board game are contained in section one: lessons for middle schools. Lessons focus on Japanese schools, Japanese houses, past and present, and economic interdependence. "Shogun," a board game similar to "Trivial Pursuit," provides drill and practice of Japanese history. Four lessons for high school involve students in reading charts and graphs, understanding international trade, comparing Japanese and American technology, and recognizing worldwide oil dependence. A final section lists suggested readings and materials and resources available at organizations in Texas. (LH)

ED 261 963 SO 016 864

Visual Arts Sequenced Curriculum Guide: Grades 1-6.
Arizona State Dept. of Education, Phoenix.
PUB DATE: 85
NOTE: [illegible]p., For related documents, see ED 247 198 and SO 016 865.
LANGUAGE: English
EDRS Price - MF01/[illegible] Plus Postage.
PUB TYPE: Guides - Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS: *Art Activities; *Art Education; Behavioral Objectives; Elementary Education; Sequential Approach; State Curriculum Guides; *Visual Arts

A series of charts depicts a sequenced curriculum for elementary visual arts education in Arizona. Following an open letter to elementary classroom teachers and an overview of the art education requirements in Arizona schools, charts are presented for grades 1-2, 3-4, and 5-6. Each chart is subdivided into sections on general art learning objectives and learning objectives derived from art elements and principles. Definitions of creative art expression, aesthetic assessment, and art in cultural heritage are provided, followed by guidelines for teaching these areas under the categories of art elements, media/techniques, observation, imagination, perception, line, shape, value, color, texture, mass, space, rhythm, balance, and contrast. A glossary concludes the publication. (LP)

ED 261 964 SO 016 865

Rush, Jean C., Ed.
Art: Special Supplement Guidelines for a K-6 Art Curriculum.
Arizona State Dept. of Education, Phoenix.
PUB DATE- Jun 85
NOTE- 29p.; This supplement is intended for use with "Art: A View of the Human Experience" (ED 247 198). For related document, see SO 016 864.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Activities; *Art Education; Behavioral Objectives; Curriculum Guides; Elementary Education; Instructional Materials; Learning Activities; State Curriculum Guides; *Visual Arts

Supplementary guidelines for elementary visual arts education in Arizona schools are presented in 12 sections. Section one provides an overview of Arizona education requirements. Sections two and three contain a statement of purpose for elementary visual arts education and a definition of art learning. Section four provides the bulk of the document. Major artistic concepts--line, shape, value, color, texture, mass, space, rhythm, balance, contrast, and dominance--are each defined and tagged to content objectives (productive art, art criticism/appreciation, and art in historical/cultural context) and grade and ability levels. Remaining sections of the document focus on art activities/art media, a color unit, understanding art content, art resources, evaluation, art and the elementary curriculum, art for special children, and nonrestrictive art practices. (LP)

ED 261 965 SO 016 866

Greenberg, Marvin

Teacher's Guide and Program Notes for Youth Symphony Concerts, Grades 4-6. Honolulu Symphony, 1985-86 Season.

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

REPORT NO.- RS-85-0468

PUB DATE- Aug 85

NOTE- 55p.; Some diagrams may not reproduce clearly. For 1983-84 guide and program notes, see ED [illegible] 698.

LANGUAGE- English

EDRS PRICE - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Community Programs; Community Resources; *Concerts; Instructional Materials; Intermediate Grades; Learning Activities; *Musical Instruments; *Music Appreciation; *Music Education; Units of Study

A classroom guide is designed for use with the Honolulu Symphony Orchestra's Young People's Concert program. Following an introduction to teachers and students, the guide is divided into six sections. Section one, "The Orchestra and Its Instruments," provides teaching activities to introduce the sections of and instruments in an orchestra. Activities to follow concert attendance and a short bibliography are included. Section two, "What Will Happen at the Concert," describes the orchestra warm-up, the arrival of the concertmaster, instrument tuning, and the conductor's role. Section three, "General Guidelines for Teaching Listening-to-Music Skills," provides guidelines and learning activities for music appreciation. A section on "Other Information" contains seating charts and maps of the orchestra hall. The final section contains background and other information about a particular concert in the Young People's Concert program, the performance of Handel's "Water Music." (LP)

ED 261 966 SO 016 869

Morrow, Lesley Mandel
Promoting Voluntary Reading in School and Home. Fastback 225.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-225-9
PUB DATE- 85
NOTE- 40p.; This publication was partially funded by the Clearwater-St. Petersburg Chapter of Phi Delta Kappa.
AVAILABLE FROM- Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 ($0.75; quantity discounts available).
LANGUAGE- English
EDRS PRICE - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Educational Strategies; Elementary Education; *Independent Reading; Learning Activities; Parent Participation; *Parent Role; Preschool Education; Reading Habits; *Reading Instruction; Reading Research; *Recreational Reading; Teacher Attitudes; Teacher Role; Teaching Methods

This booklet describes methods that teachers can use in recreational reading in early childhood and elementary classrooms and suggests ways to help parents promote voluntary reading in their children. The first section deals with "Promoting Voluntary Reading through Classroom Library Corners." Discussed are the value of classroom library corners, their physical features, their management, and materials to use, and how to integrate instructional activities with the library corner. Comments of teachers and students about library corners are included. The second section deals with "The Teacher as Facilitator of Voluntary Reading." Teacher attitudes, recreational reading periods, and reading activities for children are discussed. The third section deals with "Promoting Voluntary Reading in the Home." Discussed are research on home influences on voluntary reading, what teachers can do to promote voluntary reading at home, and parents' responses to home reading programs. Also included is a parents' checklist for promoting voluntary reading at home. The concluding section discusses "Reading by Choice, Not by Coercion." The booklet concludes with references. (RH)

ED 261 9[illegible] SO 016 870

Becker, James M.
Teaching about Nuclear Disarmament. Fastback 229.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-229-1
PUB DATE- 85
NOTE- 39p.
AVAILABLE FROM- Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 ($0.75; quantity discounts available).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) -- Guides/Methods/Techniques (For Practitioners) - Classroom Use -- Teaching Guides (For Teacher) (052)
DESCRIPTORS- Activism; *Disarmament; *Educational Strategies; Elementary Secondary Education; Higher Education; Human Resources; Instructional Materials; International Studies; *Nuclear Warfare; *Peace; Philanthropic Foundations; Resource Materials; School Role; Teaching Guides; Values; War

Background information to help educators teach about nuclear disarmament is presented. There are six sections. The first section, "Nuclear Arms Education: Avoiding the Final Catastrophe," discusses the national priority of preparing for war, militarism as a value, and the mushroom cloud and spaceship earth as symbols of a global age. The second section, "Nuclear Arms Education and International Understanding," examines peace movement issues, earlier peace education efforts, the American peace movement in the post-World War II era, and increasing support for international studies. Section three, "Nuclear Arms Control: The Issue of the Eighties," deals with peace studies in higher education and the major foundations that support nuclear arms studies. "Teaching about Peace, Arms Control, Disarmament, and International Understanding" is the focus of the fourth section. The role schools should play in nuclear arms education and deciding what to teach are discussed. The fifth section describes human resources, classroom materials, and teacher guides. The concluding section contains an annotated bibliography. (RM)

ED 261 968 SO 016 871

Lipka, Richard P.; And Others
Community Service Projects: Citizenship in Action. Fastback 231.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.

REPORT NO.- ISBN-0-87367-231-3
PUB DATE- 85
NOTE- 32p.; Partially funded by the University of New Mexico Chapter of Phi Delta Kappa.
AVAILABLE FROM- Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 ($0.75; quantity discounts available).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Citizenship Education; Educational Objectives; Financial Support; Futures (of Society); Needs Assessment; Program Descriptions; Program Development; Program Evaluation; Program Implementation; Scheduling; *School Community Programs; School Community Relationship; Secondary Education; *Social Studies; Student Participation; Student Projects

This booklet examines the theory and practice of projects that involve secondary students in community services. Through such involvement, young people will develop positive attitudes toward community participation that will persist throughout their adult lives. Community service projects represent an important and exciting way to bring democracy to life for young people and to demonstrate to them that they can solve problems and make vital contributions to improving the quality of life in their communities. The booklet begins by discussing the place of community service in the school program. The rationale and objectives of a school citizenship program and criteria for community service projects are discussed. Some existing community projects involving secondary students are then described. Practical matters involved in developing community service programs are discussed. These include identifying community needs, defining personnel roles, scheduling and time considerations, financial considerations, and project planning. The last two sections discuss evaluation of projects and the future with regard to community service education. The booklet concludes with a bibliography. (RM)

ED 261 969 SO 016 872

Hadd, Pauline, Ed.; And Others
A Booklet of Teaching Activities about Japan. Draft Copy.
South Dakota Univ., Vermillion. School of Education.
PUB DATE- Jul 82
NOTE- 78p.; Developed by participants in the Global Education Project.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Appreciation; *Asian Studies; Communications; Cross Cultural Studies; Economics Education; Elementary Education; Folk Culture; Foreign Countries; *Foreign Culture; Geography; Global Approach; History; Instructional Materials; International Trade; Learning Activities; Transportation; Units of Study
IDENTIFIERS- *Japan

Designed to assist elementary teachers in developing global understanding among their students, this publication contains a collection of activities for teaching about Japan. Material is divided into sections on the Japanese people and way of life, arts, natural features, economy, and transportation and communication. The 25 lessons include studies of the average Japanese house, celebrating the New Year, sports, Japanese writing, folk songs, folktales, haiku, origami, the fishing industry, and foreign trade. Each lesson plan includes an introduction, objectives, grade level, time needed, materials, procedure, follow-up activities, evaluation methods, extension activities, and credits. (LP)

DOCUMENT RESUME

ED 261 970 SO 016 879

Thomas, Paul F.
Suggestions, Resources and Activities for Teaching about Japan.
Victoria Univ. (British Columbia).
PUB DATE- 85
NOTE- 110p.; Some illustrations may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Asian Studies; Community Characteristics; Community Relations; *Cross Cultural Studies; Economics; Elementary Secondary Education; Family Life; Foreign Countries; *Foreign Culture; Grade 1; Grade 2; Grade 6; Grade 9; Grade 11; History; Instructional Materials; International Relations; International Trade; Learning Activities; Social Problems
IDENTIFIERS- *Japan

This teacher resource packet contains a total of 28 modules for teaching about Japan at the elementary and secondary level. Activities on the Japanese family appropriate for grade 1 focus on similarities and differences, family size, family needs, and family roles. Grade 2 lessons look at the school, neighborhood, roles of children in the community, and community services. Grade 6 activities consider family roles, Japanese education, the work ethic, social problems, religion, economy, and nationalism. Grade 9 activities include lessons on Japan's physical geography, and industrialization. Grade 11 activities concern overpopulation, government, work ethic, and the status of women. Each lesson plan contains a listing of concepts and skills addressed, procedure, resources needed, and lesson length. Handouts, including charts and graphs, are included. (LP)

SP

ED 261 971 SP 026 191

Book, Cassandra L.; Freeman, Donald J.

Comparing Academic Backgrounds, Career Decisions, and Educational Beliefs of Elementary and Secondary Teacher Education Candidates.

PUB DATE- 84
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Educational Attitudes; *Education Majors; *Elementary School Teachers; Higher Education; *Preservice Teacher Education; *Secondary School Teachers; *Student Attitudes; *Student Characteristics; Teacher Education Programs

Comparisons of 174 elementary education majors with 178 secondary education majors at a midwestern university revealed important similarities and differences in high school academic preparations, teaching experiences, career plans, general orientations to teaching, and educational beliefs. Analysis of responses to a 210 item survey questionnaire highlighted potential differences that should be considered in the design and conduct of courses and programs in teacher education: (1) Compared with their secondary education counterparts, a relatively large number of elementary majors had relatively weak academic backgrounds in science and mathematics; (2) Elementary education majors were more likely to have participated in teaching activities involving groups of children; (3) At the time they entered a teacher preparation program, a higher proportion of elementary majors were committed to a career in teaching; (4) Elementary majors were more likely to look to coursework in instructional methods and educational psychology as very important sources of professional knowledge; (5) Secondary education majors evidenced a stronger commitment to teaching subject matter; (6) Elementary majors evidenced a stronger orientation toward students; and (7) The educational beliefs of elementary and secondary teacher candidates were remarkably similar. (JD)

ED 261 972 SP 026 213

Benson, Peter L.; Guerra, Michael J.
Sharing the Faith: The Beliefs and Values of Catholic High School Teachers.
National Catholic Educational Association, Washington, D.C.
PUB DATE- 85
NOTE- 98p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Catholic Educators; *Catholic Schools; Elementary Secondary Education; Lay Teachers; *Religious Education; *Teacher Attitudes; Teacher Characteristics

A total of 1,062 full-time teachers from a national sample of 45 Catholic high schools responded to a 260-question survey about beliefs and values. The survey inquired into the teachers' personal backgrounds, religious beliefs, religious practices and experiences, values, social and political attitudes, and attitudes on religious education. The first chapter of this report of the survey findings focuses on general characteristics of teachers. Chapter two discusses religious beliefs, attitudes, and values of teachers. Chapter three covers teachers perspectives on religious education and formation. Recommendations in chapter four involve: the need to develop clear statements of religious mission; opportunities for spiritual growth of teachers; and more resources for teacher selection, evaluation, and professional development activities. The survey instrument is appended. (CB)

ED 261 973 SP 026 234

Pate, Russell R.
Norms for College Students. Health Related Physical Fitness Test.
SPONS. AGENCY- American Alliance for Health, Physical Education, and
  Recreation, Washington, D.C.
REPORT NO.- ISBN-0-88314-266-X
PUB DATE- 85
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; Higher Education; Physical Education;
  *Physical Fitness; *Test Norms

This document presents an analysis of a normative study done to determine physical fitness norms of college age young adults. Data for this normative study were collected under the supervision of 24 coinvestigators who were affiliated with institutions distributed in all regions of the United States. The study presents the derivation of the college-age norms (including data collections methods, handing, and analyses) results of the normative study and the actual physical fitness test items (including distance runs, skinfold measurements, modified sit-ups, and flexibility-related exercises). Tables, figures, and illustrations of exercises are provided. (BA)

ED 261 974 SP 026 245

National School Health Service Program. Special Report. Number 1, 1985.
Robert Wood Johnson Foundation, New Brunswick, N.J.
PUB DATE- 85
NOTE- 22p.
AVAILABLE FROM- The Robert Wood Johnson Foundation, P.O. Box 2316, Princeton, NJ 08540 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Demonstration Programs; Elementary Secondary Education; *Medical Services; *Nurse Practitioners; Primary Health Care; *Program Effectiveness; *School Health Services; School Nurses

A five-year School Health Service demonstration program, sponsored by The Robert Wood Johnson Foundation, tested whether School Nurse Practitioners (SNP's) supported by community physicians could improve children's access to health care by expanding the health services in schools. The program was conducted in 18 school districts in medically underserved areas of Colorado, New York, North Dakota, and Utah. Under the Foundation's program, medically underserved children received access to care. Since the program's hours were more convenient for children whose parents work, even children with physicians used the program for supplemental care. A significant amount of untreated illness was found, and almost all of the health problems were followed up and resolved, or are still under treatment. Over the course of the program, the complexity of the care provided by the SNP's increased, which took fuller advantage of their special training and skills in diagnosis and treatment. (JD)

ED 261 975 SP 026 288

Struna, Nancy L., Ed.
Current Challenge: Revitalization or Obsolescence? Proceedings of the Annual Conference of the National Association for Physical Education in Higher Education. Volume V. (College Park, MD, January 5-8, 1984).
REPORT NO.- ISBN-0-931250-88-9
PUB DATE- 31 Dec 84
NOTE- 200p.
AVAILABLE FROM- Human Kinetics Publishers, Inc., Box 5076, Champaign, IL 61820 ($18.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Athletics; *Higher Education; *Physical Education; *Program Effectiveness; *Program Evaluation

This book, on the theme of the current status of physical education in colleges and universities and its problems and potentials, includes papers in the following categories: (1) Physical Education and Higher Education: Missions and Potential; (2) Physical Education: Is it Central to the Mission of Higher Education? (3) Social Science and Physical Education: Theoretical and Practical Issues; (4) Physical Education: To Save or Not to Save?; (5) Images, Perceptions, and Decision Making in Physical Education; and (6) Physical Education: Research, Professional Preparation, and Outreach Education. The final section discusses the future of the National Association for Physical Education in Higher Education. (JD)

ED 261 976 SP 026 300

Combs, Martha, Ed.

Implications for H.B. 1706. Proceedings of the Oklahoma Education Research Symposium II (2nd, Stillwater, Oklahoma, January 24, 1985).

SPONS. AGENCY- Oklahoma State Dept. of Education, Oklahoma City.; Oklahoma State Regents for Higher Education, Oklahoma City.
PUB DATE- 24 Jan 85
NOTE- 84p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Beginning Teachers; Higher Education; Staff Development; Statewide Planning; Student Characteristics; Teacher Certification; *Teacher Education; *Teacher Orientation
IDENTIFIERS- *Beginning Teacher Induction; *Oklahoma

Papers are presented on: (1) "Preliminary Findings of the Teacher Induction Studies" (Susan Barnes); (2) "Initial Problems of Beginning Teachers from the Perspective of the Higher Education Representative" (Larry B. Godley, Beverly Klug, and Donald R. Wilson); (3) "Support and Assistance Provided First Year Teachers" (A. Kenneth Stern, Sandra Wisely); (4) "Evaluation of the Entry-Year Assistance Program" (John Crawford, Maridyth McBee, and Patricia Watson); (5) "Congruence of Educators' Perceptions of Relative Importance of Teaching Competencies" (Katye Perry); (6) "An Assessment of Oklahoma's Entry Year Assistance Program: A Report to the Oklahoma Legislature" (Kenneth L. King); (7) "Teacher Consultants: How Do They Impact Upon Beginning Teachers?" (Martha Combs); (8) "Vocational Agriculture Entry-Year Teachers' and Entry-Year Assistance Committee Members' Perceptions of the Oklahoma Entry-Year Assistance Program (H.B. 1706)" (Jerry Barbee and Eddy Finley); (9) "Curriculum Exams in Teacher Education" (Kenneth Elsner and Odus Rice); (10) "Analysis of Oklahoma Teacher-Competency Exam Scores Correlated with the Examinee's Performance on Eight Academic Factors" (Milton W. Lehr and George W. Garrett); (11) "Characteristics of the Teacher Education Students at OSU Who Take the Oklahoma Teacher Certification Tests" (Steven K. Marks); (12) "Superintendents' Perceptions of Staff Development Effectiveness in Oklahoma" (Robert E. Ford); and (13) "Teacher Professional Identity and Job-Leaving Inclination in Oklahoma" (Kenneth H. McKinley and Mary Meritt). (CB)

ED 261 977 SP 026 357

Zadroga, Mark H.
Teacher Education: A Call for Reform.
PUB DATE- 4 May 85
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Change; Higher Education; *Inservice Teacher Education; *Preservice Teacher Education; *Program Improvement; *Staff Development; *Teacher Education Programs; Teaching Conditions

Issues needing improvement in teacher preparation and the teaching profession are examined, and suggestions are made for reform. The paper represents an eclectic view of teacher education based on various resources, including: teacher preparation questionnaires, coursework, recommendations from the American Association of Colleges for Teacher Education, dialogue and interviews with students and professors, government reports, and state reform movements. Topics discussed include the present status of preservice education, professional development programs, and calls for reform. A model is proposed for the preparation and continued education of teachers, encompassing the stages of undergraduate work, internships, graduate study, classroom teaching, master teachers, and school-based staff developers. The paper concludes that the success of this attempt for reform depends upon commitment from those involved with teacher education. References and a descriptive bibliography are included. (CB)

ED 261 978 SP 026 369

Stasz, Cathleen; And Others
Staff Development for Instructional Uses of Microcomputers: The Teachers' Perspective.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; Rand Corp., Santa Monica, Calif.
PUB DATE- Apr 84
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April, 1984).
AVAILABLE FROM- The Rand Corporation, 1700 Main St., P.O. Box 2138, Santa Monica, CA 90406-2138 (P-6983 $4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Assisted Instruction; Computer Literacy; *Inservice Teacher Education; *Microcomputers; Preservice Teacher Education; *Program Content; Program Design; *Staff Development; *Training Methods

This paper sets forth recommendations for the topics and organization of preservice and inservice teacher training activities on the use of microcomputers for instructional purposes. A review of the literature on the framework for staff development programs is presented, pointing out the salient characteristics of successful inservice education programs. Opinions were sought from teachers who were considered effective in the use of microcomputers for mathematics and science instruction. A synthesis of the responses of the teachers (both elementary and secondary level) is presented. Suggestions on the organizational features of a staff development program included: (1) voluntary participation; (2) clearly stated objectives; (3) activities which meet teachers' needs and plans in a timely manner; (4) courseware immediately applicable to teachers' instructional needs; (5) instruction individualized as far as possible; (6) an experienced instructor; (7) sufficient "hands-on" practice; and (8) some incentives. Recommendations for program content included: (1) operation of the computers; (2) selection and evaluation of courseware; (3) instructional uses of computers; (4) initial training to include computer "literacy"; (5) integration of computers with instruction; and (6) computer programming. It was also recommended that computer education be included in preservice teacher education programs. (JD)

ED 261 979 SP 026 393

Pigge, Fred L.

An Appraisal of My Preparation as a Teacher at Bowling Green State University and A Programmatic Evaluative Follow-Up of a Sample of the 1975-1980 Graduates of the Basic Programs.

Bowling Green State Univ., Ohio. Coll. of Education.

PUB DATE- 83

NOTE- 434p.

LANGUAGE- English

EDRS Price - MF01/PC18 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Followup Studies; *Graduate Surveys; Higher Education; *Preservice Teacher Education; *Program Attitudes; Program Evaluation; Schools of Education

IDENTIFIERS- *Bowling Green State University OH

As part of a regular evaluative follow-up of graduates from the education programs at Bowling Green State University, this collection of three booklets provides statistics on the responses of students who graduated between 1975 and 1980. The first booklet presents responses obtained from a total of 685 teachers who reflected upon the adequacy of their preparation to be entry level teachers. Responses are reported by the students' majors. The second booklet presents an evaluation of the on-the-job performances of approximately 900 teachers. The information was provided by the supervising principals of the teachers. The third booklet summarizes the teachers' responses by years of teaching experience. A total of 694 teachers responded to this portion of the instrument. A description is given of the instrument used for data collection, and a copy of the questionnaire used in the survey is included. Data/numerical findings are presented. (JD)

ED 261 980 SP 026 413

Ward, David

Basic Skills and Values for All Students More Important Than Computers or Arts, Delaware Valley SchoolVote Ballots Say.

Public Agenda Foundation, New York, NY.

PUB DATE- 85

NOTE- 31p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Basic Skills; Elementary School Curriculum; *Elementary Secondary Education; Fine Arts; *Needs Assessment; *Public Opinion; Public Schools; Secondary School Curriculum

A survey sought public opinion on the functions and responsibilities of the schools from the residents of Philadelphia, suburban Philadelphia, New Jersey, and Delaware. The questionnaire provided an opportunity for expression on: (1) what should be the educational priorities of the schools; (2) educational changes for which individuals would be willing to pay higher taxes; and (3) ideas to improve education by changing school policy. Individuals with no children in the public schools were included in the survey. Priority ratings for all questions are presented on tables. An overview of the results indicated that teaching basic skills and values to all students, regardless of their handicaps, should be a higher priority for Delaware Valley schools than teaching computers or the arts. High priority was also assigned to teaching job skills to students not going on to college, and to providing programs for exceptionally bright students. Other high priority items were stricter promotion standards and more stringent discipline. Two-thirds of the respondents indicated they would pay higher taxes to reduce class size in the early grades. A copy of the questionnaire and a brief summary of results are included. (JD)

ED 261 981 SP 026 428

Turner, Sheila A., Ed.; Ingle, Richard B., Ed.

New Developments in Nutrition Education. Nutrition Education Series, Issue 11.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

PUB DATE- 85
NOTE- 235p.
AVAILABLE FROM- Division of Science, Technical and Environmental Education, Unesco, 7, Place de Fontenoy, 75700 Paris, France.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Developing Nations; *Foreign Countries; *Nutrition Instruction; Social Attitudes; *Teaching Methods

This monograph is an edited collection of some of the papers presented at the conference on "New Developments in Nutrition," held in London in 1983. One of the strengths of the conference was the diverse background of the participants, who represented more than thirty different countries. This diversity of interest and expertise is reflected in the texts in which those engaged in nutrition education examine, from a number of perspectives, a wide range of important issues in nutrition education. Discussions are included on the effectiveness of traditional nutrition education activities which have taken place outside the education sectors, and experiences are reviewed which have included extensive experimentation with new and different approaches, attitudes, and behaviors. The following issues and problems are addressed: (1) the importance of nutrition education; (2) teaching approaches; (3) teaching resources; (4) training and education of teachers and individuals; (5) use of mass media; (6) coordination of education agencies; (7) national and local level food and nutrition policies; and (8) evaluation of nutrition education. (JD)

ED 261 982 SP 026 446

Schambier, Robert F.
Five Paradoxes in Staff Development and What To Do about Them.
PUB DATE- May 85
NOTE- 7p.; Paper presented at the New England Regional Adult Education Conference (Fairlee, VT, May 2-3, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Inservice Teacher Education; *Program Development; Program Effectiveness; *Program Evaluation; *Staff Development; *Teacher Education
IDENTIFIERS- New Hampshire

A survey of 800 public school educators in New Hampshire revealed inconsistencies between staff development goals and practices. While teachers and administrators agreed on program goals, they disagreed on how effectively staff development projects meet individual needs. Differences between inservice activities and staff development activities must be clarified, since attempts to satisfy institutional goals are frequently at odds with the pursuit of individual goals. Other paradoxes are evident: (1) while intending to serve experienced personnel who have one or more degrees and a strong background, the programs are generally too elemental; (2) too little attention is paid to outcomes and follow-up activities, resulting in minimal carry-over into the classroom; (3) many needs-assessment procedures are superficial, leading to pursuit of short-range interests over real educational needs; and (4) the minimum expectations established for staff development too often translate into maximum participation for the disinterested. This article proposes that, to become optimally effective in creating change, staff development programs statewide must eliminate the paradoxes that characterize them. (Author/JD)

ED 261 983 SP 026 448

Parsons, Jim; Beauchamp, Larry
The Hidden Curriculum of Student Teacher Evaluation.
PUB DATE- Jun 85
NOTE- 65p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Evaluation Methods; Foreign Countries; Higher Education; Preservice Teacher Education; *Student Teacher Evaluation; *Student Teachers; Values
IDENTIFIERS- University of Alberta (Canada)

Rather than being neutral, teacher education is grounded in a set a values that are culturally defined and politically transmitted. These values, and their political significance in terms of power and control issues, go far toward defining the educational experience that students and teachers, both in the schools and in universities, have. Educators are generally not conscious of the values that are embedded in the curriculum of teacher education. Our investigation suggests that the student teaching evaluation form used at the University of Alberta is technical, code (rather than meaning) centered, and focusses upon knowledge and value transmission rather than on a broader sense of education. The form embodies a set of ideological beliefs that impacts students, teachers, and the school community. Student teaching evaluation forms, although they legitimate particular educational "truths," do so quietly. They remain unexamined, partly because those directly involved in the student teaching experience fail to see the experience in anything more than the narrowest sense of practical. Our purpose is to examine one student teaching evaluation form thoroughly and critically to expose its theoretical and ideological agenda. (Author)

ED 261 984 SP 026 486

Lumpkin, Angela

The History of Elementary School Physical Education (1950-1985).

PUB DATE- 85
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Elementary Education; *Movement Education; Perceptual Motor Learning; *Physical Education; Physical Education Teachers; *Program Development

Elementary school physical education in the 1950s espoused the aims of complete education through programs which emphasized mastery of skills in games, sports, dance, and similar activities. Since the middle of the 1960s, movement education has gained in popularity as both a methodology and as a program focusing on learning through efficient movement. Several conferences have been conducted to develop conceptual frameworks for both the professional preparation of teachers of elementary physical education and the optimal implementation of the values of human movement as a medium of learning within the curriculum. "Essentials of a Quality Elementary Physical Education Program," initially formulated by members of the profession in 1970, states guidelines for the integration of elementary physical education as an integral part of the total educational program. Brief annotations of significant writings on the topic are included in this review. (Author/JD)

ED 261 985 SP 026 491

Schumacher, Sally
The Complexities of a Collaborative Teacher Education Program Evaluation.

PUB DATE- Mar 85
NOTE- 13p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Denver, CO, February 27-March 2, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Evaluation Methods; Higher Education; *Participative Decision Making; *Preservice Teacher Education; *Program Evaluation; *Teacher Education Programs
IDENTIFIERS- Evaluation Problems; Virginia Commonwealth University

Evaluation processes and procedures for a collaborative teacher education program are contrasted to those typically used in a cooperative teacher education program. The research method used to set generic collaborative preservice teacher objectives in professional knowledge and educational beliefs is described. The two-year design will use pre- and post-assessment of preservice students in educational beliefs, a classroom performance assessment revised from a state-wide beginning teacher assessment system, the collaborative student teaching assessment, and other university data. The paper also describes the organizational changes necessary to conduct an evaluation of a collaborative teacher education program in data collection, program recordkeeping, and data management systems. Other organizational changes included development of the evaluation design by a university-school system committee, adjustment of the typical external evaluator role, and judicious use of the power and knowledge of the administrators of both institutions. (JD)

DOCUMENT RESUME

ED 261 986　　　　　　SP 026 492

Lindquist, E. Lorraine
Comparison of Verbal, Gesture and Skill Data Observed in Complex Motor Skill Acquisition. Study II.
PUB DATE- 15 Mar 85
NOTE- 18p.; Paper presented at the Annual Meeting of the California Alliance for Health, Physical Education, Recreation and Dance (March 15, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Evaluation Methods; Higher Education; *Learning Processes; *Psychomotor Skills; Research Needs; *Skill Development; Tennis

This longitudinal field study performed on five female college freshmen attempted to verify a prior pilot study conducted on one subject to compare three verbal, four gesture, and three skill test variables to see which better discriminated between days, thereby providing the researcher a clearer picture of the subjects' changes during learning. Subjects were filmed over four daily one-half hour sessions by a professional team. Sixty tennis serves per subject (15 per day) were randomly selected for the analyses. Direct and RAO's discriminant analyses from SPSS using "day" as the group variable selected three gesture, one verbal, and one skill variable. Using these five variables, 39 percent of the serves were correctly classified. Compared to the pilot study, five instead of seven variables were selected. All the gesture variables were selected both times. One instead of three verbal variables were selected. Form took the place of speed among skill variables. Since gesture data were the most consistently discriminating, motor learning researchers should include gesture along with skill test and verbal data when studying the learner the first days of learning a complex motor skill. (Author)

ED 261 987 SP 026 509

Blakemore, Connie L.; Golberger, Michael
The Effects of Mastery Learning on the Acquisition of Psychomotor
  Skills.
PUB DATE- 84
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Higher Education; *Mastery Learning; Physical Education;
  *Psychomotor Skills; *Skill Development; Student Attitudes;
  *Training Methods

This study investigated the effects of mastery learning on learner achievement in the psychomotor domain and also sought to identify the specific learner who might benefit from the use of mastery learning techniques. Subjects were college students learning to play racquetball. Fourty-three students were assigned to three intact mastery classes, and forty-four to three intact non-mastery classes for a period of twelve weeks. A repeated measures analysis of covariance revealed the following major findings: (1) the achievement of the mastery group was significantly higher than the non-mastery group at the mid-test; however, in the post-test, the groups were statistically equal; (2) in particular, low aptitude students, females, and especially the low aptitude females benefitted from the conditions provided by mastery learning methods; and (3) the conditions provided by mastery techniques produced some less than positive attitudes about grading and the class in general. (Author/JD)

ED 261 988 SP 026 511

North Carolina Initial Certification Program.
North Carolina State Dept. of Public Instruction, Raleigh.
PUB DATE- May 85
NOTE- 53p.; Document printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Beginning Teachers; College School Cooperation; *Educational Policy; Higher Education; Preservice Teacher Education; *Program Design; *Teacher Certification; *Teacher Education Programs; *Teacher Orientation
IDENTIFIERS- *Initial Certification Program

The North Carolina Quality Assurance Program extended the preparation of teachers to a period of six years and changed the certification procedures for educational personnel. Four years of formal study are required at the preservice level in an approved program. The program leading to the initial certificate includes completion of the bachelor's or other prerequisite degree and an institutional recommendation. The recommendation must include approval of those departments or areas in which the candidate is to be certified, approval of the administrative head of the teacher education unit, and approval of the cooperating teacher or appropriate public school personnel who supervised the candidate's student teaching or internship. The extension of professional preparation includes an initial two-year period of support and assessment called the Initial Certification Program. Continued training and supervision occurs while the candidate is employed in a North Carolina school system. Each local education agency must collaborate with neighboring institutions of higher education to assure the establishment of a support and performance review system for initially certified personnel. This booklet provides guidelines for implementing and evaluating the Initial Certification Program. (JD)

ED 261 989 SP 026 513

Huling-Austin, Leslie; And Others

A Research-Based Staff Development Program for Beginning Teachers. R&D Report No. 7201.

Texas Univ., Austin. Research and Development Center for Teacher Education.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 85
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teachers; Classroom Techniques; *Program Development; Program Implementation; *Research Utilization; Staff Development; *Teacher Orientation
IDENTIFIERS- *Beginning Teacher Induction; *Model Teacher Induction Project

The Model Teacher Induction Project (MTIP) is a research model program for the induction of beginning teachers. The program is being field tested along with a satellite project aimed at building and studying similar staff development programs. This paper reports on what has been learned from the MTIP and its satellite effort. A review of research studies on beginning teacher induction and problems of beginning teachers cites two major areas of concern for new teachers: classroom management and organization of content and instruction. Another key area of concern is the establishment of professional relationships as beginning teachers move into the school setting. A description is given of the research questions addressed by the MTIP and the instruments used to identify and clarify the reactions and opinions of participants in the project. Some implications for staff development procedures are: (1) programs should not be structured around the assumption that the first year is always traumatic; (2) pairing a new teacher with an experienced teacher should be based on the fact that they teach the same subject at the same grade level; (3) address new teachers' concerns about classroom management immediately and monitor their concerns closely in order to determine when it is appropriate to introduce interventions; and (4) consider local needs, goals, and resources when designing the program. (JD)

ED 261 990 SP 026 518

100 Years of Health, Physical Education, Sport, Recreation and Dance. Journal of Physical Education, Recreation & Dance. Centennial 1885-1985.

American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD).

PUB DATE- Apr 85
NOTE- 157p.
AVAILABLE FROM- Journal of Physical Education, Recreation and Dance, 1900 Association Drive, Reston, VA 22091 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Historical Materials (060)
DESCRIPTORS- *Athletics; *Dance; Elementary Secondary Education;

Physical Activities; *Physical Education; *Physical Health; *Recreation

This centennial issue reproduces the core of the April 1960, 75th anniversary of the Journal of Physical Education, Recreation and Dance. In making this material available once again to historians and aficionados, historical information and much of the identical photography in the original edition are presented. In the interest of topical continuity, the 1960 material is interwoven with that from 1961-1985 by means of a series of historical precis of the activities of the American Alliance of Health, Physical Education, Recreation and Dance (AAHPERD). Articles are included on the leadership role of AAHPHERD in national physical education legislation, physical fitness, and promotion of physical education in schools and communities over the past 100 years. (JD)

ED 261 991 SP 026 521

Nirschl, Robert P.
Arm Care. Relief and Prevention for Shoulder Tendonitis, Tennis Elbow, Bursitis and Wrist Sprain in Athletics and Other Activities.
REPORT NO.- ISBN-0-912261-00-5
PUB DATE- Jul 84
NOTE- 102p.
AVAILABLE FROM- Medical Sports, Inc., Publications Division, P.O. Box 7187, Arlington, VA 22207 ($7.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Athletics; Exercise Physiology; *Injuries; *Physical Therapy
IDENTIFIERS- *Arms (Anatomy); *Shoulders (Anatomy)

The book provides a practical and meaningful treatment program for athletes involved in sports which injure the arm or shoulder to a high degree, such as tennis, baseball, swimming, raquetball, pole vaulting, javelin throwing, and weight training. The book's chapters present information on: (1) symptoms of injury; (2) the anatomy of injury; (3) athletic technique factors; (4) pain; (5) treatment of injury; (6) rehabilitative exercise; (7) warm up exercise; (8) flexibility exercise; (9) rehabilitative strength exercise; (10) return to sports after injury; (11) control of force loads; and (12) surgery. An addendum chapter outlines warm-up cool-down routines and practice schedules following injury. (CB)

ED 261 992 SP 026 522

Little, Alton D.
Survey of City/County Therapeutic Recreation Programs for Aging.
PUB DATE- 80
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Older Adults; *Recreational Activities; *Recreational Programs; State Programs
IDENTIFIERS- *Kentucky

A survey was conducted of 140 city and country public recreation agencies in Kentucky to determine the programs offered for the aging. Of the 44 agencies responding to the questionnaire, only 47.7 percent offered programs especially designed for the senior adult. However, the other agencies indicated that there were programs in which the senior adult could participate. Among the 44 agencies, there were six that employed personnel to work with the aged. The most popular activities were arts and crafts, exercise, socials, and food services. Popular special activities included holiday programs and trips. Seven of the 44 agencies operated separate budgets for senior adults. A copy of the survey instrument is appended. (Author/CB)

ED 261 993 SP 026 530

Turner, Norma Haston
Effective Utilization of the Mass Media.
PUB DATE- 20 Apr 85
NOTE- 16p.; Paper presented at the National Convention of the American Alliance of Health, Physical Education, Recreation and Dance (Atlanta, GA, April 17-21, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Behavior Change; *Health Education; Information Dissemination; *Mass Media Effects; *Program Development; *Program Effectiveness; Public Opinion

The question of whether or not the mass media can successfully be used as a vehicle for creative social and individual change is discussed and brief descriptions are given of successful and unsuccessful campaigns that attempted to improve public attitudes toward certain health problems. Ten recommendations are made for using the mass media effectively in promoting good health: (1) identify the needs and interests of the intended audience; (2) conduct marketing research prior to planning a campaign; (3) target the segments of the population most likely to be responsive; (4) select goals carefully; (5) establish objectives for each message or component of a campaign; (6) create high quality messages and materials; (7) match the media carefully with the targeted population; (8) use the mass media in conjunction with community organization, interpersonal efforts, and face to face instruction; (9) evaluate the messages, programs, and campaigns as a part of the ongoing process; and (10) cultivate a relationship with reporters and editors that will enable the improvement of the health and well-being of the community to become a joint effort between media and health professionals. A 26-item reference list is appended. (JD)

ED 261 994 SP 026 536

State Board of Education Rules for Teacher Education. 1984 Standards.
Texas State Board of Education, Austin.

PUB DATE- 84
NOTE- 106p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Accreditation (Institutions); Higher Education; Preservice Teacher Education; Schools of Education; *State Standards; *Teacher Certification; *Teacher Education Programs
IDENTIFIERS- *Texas

This edition of the State Board of Education Rules for Teacher Education establishes the standards for approval of institutions offering undergraduate and graduate teacher education programs for certification and includes the program requirements for preparation and assignment of school personnel for provisional certificates, endorsements and specialized progams. The rules and procedures included in this edition represent the implementation of newly mandated sections of the Texas Educational Code. All Texas colleges and universities engaged in the education of teachers will have the new standards as a guide for developing and strengthening their programs. Standards are outlined for: (1) institutional approval; (2) program requirements for provisional certificates and endorsement; and (3) requirements for provisional certificates and specialized assignments or programs. (JD)

ED 261 995 SP 026 552

Schafer, Susan P.
Sports Need You. A Working Model for the Equity Professional. How to Increase the Number of Women and Minorities in Athletic Coaching, Officiating, Administration, and Governance.
Colorado State Dept. of Education, Denver.
PUB DATE- May 84
NOTE- 118p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Affirmative Action; *Athletics; *Equal Opportunities (Jobs); *Females; Leadership Responsibility; *Minority Groups
IDENTIFIERS- Colorado

This manual is designed for the equity professional who wishes to increase the participation of women and minority groups in leadership roles in athletics. The model was developed by Educators for Athletic Equity (EAE) and provides a data and knowledge base necessary for implementing a successful athletic equity project. The specific goals outlined in the manual are to: (1) locate, train and support talented women and minorities with coaching, officiating and athletic leadership potential; (2) promote through motivation, support and training, competent coaches officials, athletic directors, and governing board members regardless of race, ethnicity, or sex; (3) sensitize and encourage organizations and employers to seek women and minorities for athletic leadership, training, placement and promotion; (4) promote the benefits of athletic leadership to students, educators, parents and community; (5) improve communication between school districts, the Colorado High School Activities Association, governing boards, professional associations, and higher education regarding the need for competent, equitable, balanced staffing of athletic programs; and (6) gather statewide data to define equity problems, direct actions, and to monitor progress. (JD)

ED 261 996 SP 026 553

Daniel, Michael; And Others

Aquatic Exercise for the Aged.

PUB DATE- 17 Apr 85
NOTE- 30p.; Paper presented at the American Alliance for Health, Physical Education, Recreation and Dance Convention (Atlanta, GA, April 17-21, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Aquatic Sports; *Exercise; Exercise Physiology; *Older Adults; *Program Development

The development and implementation of aquatic exercise programs for the aged are discussed in this paper. Program development includes a discussion of training principles, exercise leadership and the setting up of safe water exercise programs for the participants. The advantages of developing water exercise programs and not swimming programs are numerous and include a decreased stress on skeletal muscle, therapeutic advantages over jogging and decreased incidence of injury. Obvious disadvantages include the need for a swimming facility and trained support personnel. However, the benefits of properly implemented water exercise programs far outweigh the disadvantages and suggestions for overcoming the inherent disadvantages are discussed within the paper. Legal liability of the instructor and sponsoring organization is discussed and examples of a physicians consent form, a medical history questionnaire and an informed consent form for program participants are included. Lastly, water exercise programs for the aged are discussed and examples and descriptions of warm up activities, cardiovascular conditioners and cool down activities are included within the paper. (Author)

ED 261 997 SP 026 556

Denton, Jon J.; And Others
Perceptions of Former Students on Degree of Emphasis to Place on Pedagogical Topics.
Texas A and M Univ., College Station. Instructional Research Lab.
PUB DATE- 25 Jul 85
NOTE- 83p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Assessment; *Educational Attitudes; *Graduate Surveys; Higher Education; Program Content; *Program Effectiveness; *Responses; *Teacher Education Curriculum

This inquiry was conducted to: (1) examine potential interactions among characteristics of survey subjects and incentives to enhance mail returns with the quality of subject responses assessed in terms of response patterns; and (2) obtain perceptions of former students on the emphasis to place on pedagogical concepts and principles in teacher education curricula. A mail survey sent to 300 former students produced responses from 48 percent of the sample. Analyses of returns yielded the following observations: (1) Sampling former students across years of experience, level of teaching experience and year of graduation does not result in a response bias, provided the instrument requests perceptions germane to the preparation of teachers, but not to the program the former student experienced; (2) Using small monetary incentives i.e., 25 cents, to encourage responding to the survey requests is nonproductive, although the literature indicates 50 cent and one dollar tokens do increase response ratio; and (3) The emphasis to place on pedagogical knowledges/skills ranging from greatest to least are as follows: classroom management, instructional methods, legal and ethical aspects, measurement and evaluation, curriculum planning, organization and management of schools, and needs of special populations. (Author)

ED 261 998 SP 026 559

Clarkson, Jeannie; Blass, Rosanne J.
First Year Elementary Teacher's Manual.
PUB DATE- 85
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Beginning Teachers; Class Organization; Classroom Environment; *Classroom Techniques; Elementary School Teachers; *Teacher Orientation; Teacher Student Relationship

This manual offers suggestions for the first year teacher with ideas and advice compiled from educational literature and questionnaires completed by other first year teachers, principals, and education professors. Topics include: (1) curricular preparation; (2) physical environment of neighborhood and school; (3) school rules and regulations; (4) supplies; (5) record keeping; (6) staff relations; (7) getting the classroom ready; (8) first week activities; (9) discipline; and (10) parent contact. First year survival tips from experienced teachers and principals are presented. A 37-item bibliography is appended. (JD)

ED 261 999 SP 026 560

Magliaro, Susan G.; Borko, Hilda
A Naturalistic Investigation of Experienced Teachers' and Student Teachers' Instructional Practices.
PUB DATE- Apr 85
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Classroom Techniques; Naturalistic Observation; *Reading Instruction; Student Behavior; *Student Teachers; *Teacher Effectiveness; *Teaching Experience; *Teaching Styles

This study examined the relationships among reading activities, rules for pupil participation, student engagement, and subsequent student achievement in reading lessons taught by student teachers (ST) and experienced teachers (ET). Two ST/ET dyads were observed and interviewed while they instructed third and fourth grade pupils in reading. The teachers in one dyad had similar participation structures: however, their subsequent student engagement and student achievement were different. While the participation structures of the second dyad differed, student engagement and achievement were alike. The contrasts between dyads indicated different levels of ability between the two student teachers. The differential effectiveness of the student teachers suggests that several factors may play important, interrelated roles in determining the success of novice teachers' reading instruction. The difference between these student teachers seemed to be explained best by their conceptions of their roles as student teachers, and the influence these conceptions had on their choice of participation structures and reading activities and their ability to implement these choices. These differences suggest that student teachers progress at different rates in the process of learning to teach. (JD)

ED 262 000 SP 026 561

Purnell, Richard F.; Gotts, Edward E.
Preparation and Role of School Personnel for Effective School-Family Relations.
PUB DATE- Apr 85
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Elementary School Teachers; Elementary Secondary Education; *Family School Relationship; Parent Participation; *Parent Teacher Cooperation; *Secondary School Teachers; *Teacher Attitudes

The results of analyzing the responses of 238 elementary and 208 secondary teachers about school-family interactions are presented. The questionnaire obtained information on: (1) the effect of and reasons for school-family interaction; (2) the preparation of personnel to work with families; (3) whether training to work with families is needed or desired; and (4) whether school-family interaction is perceived to have an influence on the child. Comparisons were made between elementary and secondary teachers. Some of the findings were: (1) the most prevalent techniques for interacting with parents are phoning about problems, parent-teacher conferences, open house, and having parents sign messages to be returned to school; (2) most parents come to school only when a problem exists; (3) more than two-thirds of the teachers feel training to work with parents is not adequate, but are not sure more training would help them do a better job; and (4) the majority of teachers at both levels feel that school-family interaction is essential for the academic achievement of the child, but parents lack time and/or interest to interact with teachers. Elementary teachers respond more favorably to school-home relations issues than secondary teachers. (Author/JD)

ED 262 001 SP 026 563

Pennella, Michael A.
Mapping the Instructional Journey: The Written Public and Private Plans of Secondary Teachers of Mathematics and English.
PUB DATE- 3 Apr 85
NOTE- 45p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Course Objectives; English Instruction; *Instructional Development; *Lesson Plans; Mathematics Instruction; *Secondary School Teachers

This report describes the functions teachers attribute to their lesson plans submitted to supervisors, and their private, unsubmitted, written plans. Sixteen experienced mathematics and English teachers in two secondary schools participated. All teachers in one school were required to submit written plans on a weekly basis; in the other school, no written plans were required in mathematics, and a monthly report was required in English. Categories for functions of written submitted plans included: (1) aid for decision making functions; (2) log of past lessons; (3) reminders--checking either the topic or homework for the day; (4) a synopsis of instructional lessons to meet the requirements of the supervisor; and (5) weekly and long-term scheduling. The functions of teachers' unsubmitted plans were: (1) drawing-board outlines; (2) mapping and reminding; (3) scheduling; (4) logging accomplishments. Descriptions are given of how the teachers used these planning procedures, their reasons for using them, and their perceptions of how submitted plans contributed to communication with their supervisors. Implications are discussed for future research on this topic along with implications for the practice of planning as an enhancement of teacher effectiveness. (JD)

DOCUMENT RESUME

ED 262 002 SP 026 564

Bush, Doris W.
Relationships among Teacher Personality, Pupil Control Attidues, and Pupil Control Behavior.
PUB DATE- Apr 85
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Techniques; *Personality Traits; Predictor Variables; *Teacher Attitudes; *Teacher Behavior; Teacher Education

This research examined the relationships among three variables--teacher personality, teacher pupil control attitudes, and teacher pupil control behavior--to determine whether teacher personality or pupil control attitudes were the better predictor of pupil control behavior. Subjects were 102 junior high school teachers. The major finding of the study was that relationships among all three variables were significant. The relationship between teacher personality and attitudes toward pupil control was moderately high and positive (.60). Relationships between personality and pupil control behavior and between attitudes and pupil control behavior were positive and moderate (.31 and .24 respectively). Although the relationships of both personality and control attitudes to control behavior were close, attitude proved to be a slightly stronger predictor for the respondents in this study. The observations generally confirmed the validity of the behavioral instruments. The methods used in this study can provide a fairly uncomplicated, cost-effective avenue to the important area of discipline improvement through more informed teacher selection and placement and improved teacher training programs for both preservice and inservice teachers. (Author/JD)

ED 262 003 SP 026 565

Heath, Pearl; Cyphert, Frederick
A Report of the Curriculum of Early Field Experiences in Selected Teacher Education Programs in Ohio.

PUB DATE- Apr 85
NOTE- 45p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperating Teachers; Elementary School Teachers; *Field Experience Programs; Higher Education; *Preservice Teacher Education; *Teacher Attitudes; *Teacher Education Programs
IDENTIFIERS- Ohio

A study was conducted to provide descriptive data about the nature of pre-student teaching field experiences occurring in undergraduate elementary teacher education programs in Ohio. The study also examined the context in which early field experiences were provided, and determined relationships among selected institutional variables and types of early field experiences. Data were collected from 178 faculty members on: faculty background, field site characteristics, institutional characteristics, and provision of teaching and non-teaching experience for prospective teachers. Results of data analysis indicate that, as teacher education institutions provide programs which emphasize knowledge and skill development through early field experiences, classroom teachers are assuming important roles in the guidance and supervision of preservice teachers. One way to improve early field experiences is to provide training for cooperating teachers and to develop strong school-university relationships. (CB)

ED 262 004 SP 026 566

Tobias, Sigmund
New Directions for Educational Psychologists.
PUB DATE- 84
NOTE- 21p.; Paper presented at the Annual Convention of the American Psychologist Association (Toronto, Canada, August 1984).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Change Agents; *Educational Psychology; Elementary Secondary Education; *Futures (of Society); Patient Education; Postsecondary Education; Psychoeducational Methods; *School Psychologists

A variety of demographic trends and futurists' expectations are examined for implications for the development of newer roles for educational psychologists. In the future, educational psychologists may be involved in functions dealing with maintenance of health, education of older populations, instruction of personnel to care for chronically ill populations, administrative and training roles in the day-care field, and preparation of instructional materials. It should not be overlooked that curricula and training programs for educational psychologists will need to be changed to accommodate the changing role of educational psychologists. Therefore, educational psychologists have a very important role as change agents at the higher education level, at the preparation stage. (CB)

Klein, Stephen P.; And Others
The Cost and Effectiveness of School-Based Preventive Dental Care.
Rand Corp., Santa Monica, Calif.
SPONS. AGENCY- Robert Wood Johnson Foundation, New Brunswick, N.J.
REPORT NO.- ISBN-0-8330-0606-1
PUB DATE- Apr 85
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cost Effectiveness; *Dental Health; *Dentistry; Elementary Education; *Health Programs; *Program Evaluation; *School Health Services

The National Preventive Dentistry Demonstration Program assessed the cost and effectiveness of various types and combinations of school-based preventive dental care procedures. The program involved 20,052 first, second, and fifth graders from five fluoridated and five non-fluoridated communities. These children were examined at baseline and assigned to one of six treatment regimens. Four years later, 9,566 members of this group were examined again. Analyses of their dental examination data showed that dental health lessons, brushing and flossing, fluoride tablets and mouthrinsing, and professionally applied topical fluorides were not effective in reducing a substantial amount of dental decay, even when all these procedures were used together. Occlusal sealants prevented one to two carious surfaces in four years. Children who were especially susceptible to decay did not benefit appreciably more from any of the preventive measures than did children in general. Annual direct per capita costs were $23.00 for sealant or fluoride prophy/gel applications and $3.29 for fluoride mouthrinsing. Communal water fluoridation was reaffirmed as the most cost-effective means of reducing tooth decay in children. (Author)

ED 262 006 SP 026 584

Loucks-Horsley, Susan; And Others
The Role of Teacher Incentives and Rewards in Implementing a Technological Innovation. Final Report.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; NETWORK, Inc., Andover, MA.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Mar 85
NOTE- 221p.
GRANT- NIE-G-83-0062
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Computer Assisted Instruction; *Educational Innovation; *Incentives; *Program Implementation; *Teacher Motivation; Teaching Methods; Writing Instruction
IDENTIFIERS- QUILL System

A study was made of the implementation and institutionalization of the "Quill" system, a set of microcomputer-based writing activities for upper elementary school students. The purpose of the study was to gain insight into the roles played by incentives and rewards as teachers attempt to improve their practice with a new innovation. Ten classroom teachers participated. School sites were highly diverse. Through documentation of teachers' use of "Quill," it was determined what incentives and rewards were offered to, and experienced by, the teachers, and how these interacted with the characteristics of the support sytem, school, classroom, and students to influence the implementation of "Quill" and its success as an innovation. This final report documents the background of the study, the research design, findings, and cross-case analyses. Detailed case study reports are presented along with analyses of teachers' implementation of "Quill." "Quill" vignettes are included. Rewards to teachers for putting effort into the innovation depended upon the success of the effort and the teacher's ultimate interest in the innovation. Such rewards were intrinsic, e.g., satisfaction with student progress and a sense of importance derived from involvement with the project. (JD)

ED 262 007 SP 026 588

Violette, Ronald W.
Drug Education: An Emphasis on Chemical Dependency.
PUB DATE- 85
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Drug Addiction; *Drug Education; Elementary Secondary Education; *Health Education; Higher Education; *Social Problems; *Special Health Problems
IDENTIFIERS- *Chemical Dependency

Efforts in the area of drug education have been less than successful over the years. The time has come to step back and reevaluate and reassess what it is we are trying to accomplish. Emphases in the past have certainly been well intentioned, but a new direction needs to be charted for the future. Health Educators and other professionals have failed to recognize, identify, and discuss the crux of the "drug problem," chemical dependency. It is arguably the most important health issue of our time and the most devastating social problem in the United States of America. It is time to move from describing, classifying, and sometimes sensationalizing drugs and alcohol to teaching about chemical dependency and its ravaging ramifications. Perhaps the most important goal is to raise the awareness of parents, teachers, students, and professionals in the country's schools, communities, businesses, and industries to the insidious consequences of chemical dependency. These people should know how to recognize it and how to refer people for treatment. The stakes are high, and the alternatives are few. It is necessary need to move from behind the veil of societal denial, put our cards on the table, and play to win in this high-risk game where there are far more losers than winners. (Author/DF)

ED 262 008 SP 026 592

Sanford, Julie P.
Comprehension-Level Tasks in Secondary Classrooms. R&D Rep. 6199.
Texas Univ., Austin. Research and Development Center for Teacher Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 85
NOTE- 49p.
CONTRACT- OB-NIE-G-83-0006
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Abstract Reasoning; *Classroom Techniques; *Cognitive Processes; Secondary Education; Teacher Effectiveness; Teaching Methods

This study examined the conduct of academic tasks in six secondary classrooms, focusing specifically on assigments requiring some higher level cognitive operations, with attention to how management strategies and classroom conditions associated with these assignments affect their cognitive demands on students. Analysis of tasks in these six classes was designed to answer the questions: (1) How often were higher level tasks attempted and what was the nature of these tasks? (2) What management strategies and conditions were associated with conduct of higher order tasks? and (3) What impact did these management strategies and conditions have on student engagement in the tasks and on their use of intended or other cognitive operations. All classes were under the direction of experienced teachers, and three classes were designated honors sections. Each of the classes was observed for six or seven weeks, and teachers were interviewed at the beginning and end of the study in each class. Tables present descriptions of the tasks in each class, and notes on how the class was managed. A catalog of management strategies describes ways in which safety nets were provided for students to reduce the risk of failure. It was concluded that the teachers were not equally or consistently successful in engaging their students in higher level tasks. Other studies have suggested that many secondary teachers avoid or mismanage higher level tasks. (JD)

ED 262 009 SP 026 593

Report of the Health Education-Risk Reduction Conference (Anaheim, California, October 27-30, 1981).

Centers for Disease Control (DHHS/PHS), Atlanta, GA.

PUB DATE- 19 Jan 83
NOTE- 155p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperative Planning; Drug Abuse; *Government Role; *Health Education; *Health Programs; *Prevention; *Public Health

This report reviews, recounts, and assesses the accomplishments and progress made to date by many public health professionals engaged collectively in a nationwide health education-risk reduction program. Papers are presented outlining progress by health agencies, working alone or in collaboration, whose basic goals were: (1) inventory of statewide resources for health education-risk reduction; (2) establishment of working relationships with other agencies; (3) determining risk factor prevalence by State; (4) identifying surveillance systems for chronic disease morbidity and mortality data; and (5) pursuing an organized approach to risk reduction. These have proved effective for stimulating new networks, new interventions, and new thinking for addressing the preventable health problems of the 1980's and 1990's. The local education intervention projects described are demonstrating the effectiveness of a planned community approach to risk reduction. (JD)

ED 262 010 SP 026 595

Stolworthy, Reed L.
Washburn University. Teacher Education Undergraduate Program Evaluation of First Year Teachers 1983-84.
PUB DATE- 84
NOTE- 12p.; For related document, see SP 026 606.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Beginning Teachers; Evaluation Methods; Followup Studies; *Graduate Surveys; Higher Education; Preservice Teacher Education; *Program Evaluation; *Teacher Education Programs
IDENTIFIERS- *Washburn University of Topeka KS

A followup study of potential first year teachers studied undergraduates certified to teach by Washburn University's teacher preparation program. The study's purpose was to determine effective methods of evaluation for assessing the adequacy of the undergraduate teacher preparation programs. The study sought answers about: (1) adequacy of the preparation program relative to the specific dimensions related to teaching as perceived by first year teachers; (2) adequacy of preparation for specific teaching content and skill areas; (3) strengths and weaknesses of the preparation program; and (4) assessments of school principals regarding the first year teachers and their preparation. The survey instrument is appended. (CB)

ED 262 011 SP 026 596

West, Jerry; And Others
An Analysis of Course Offerings and Enrollments as Related to School Characteristics. Contractor Report.
Evaluation Technologies, Inc., Arlington, Va.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- NCES-85-207
PUB DATE- Apr 85
NOTE- 133p.
CONTRACT- 300-83-0114
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Science Education; *Course Evaluation; Curriculum Design; Declining Enrollment; Institutional Characteristics; *Mathematics Education; Required Courses; *Science Education; Secondary Education; *Vocational Education

This report provides information on the current status of mathematics, science, vocational education, and computer science in the secondary schools in the United States. The introductory chapter briefly discusses the decline in mathematics and science education and possible solutions to stop the decline. An overview is also presented of course offerings and enrollments in these subjects. Chapter two presents definitions both at the conceptual and operational level of mathematics, science, vocational education, and computer science. Chapter three offers an overview of study findings pertaining to course offerings and course enrollments in mathematics, science, vocational education, and computer science. The fourth chapter describes offerings in these subject areas as related to school characteristics. Chapter five describes enrollments in these subjects as related to school characteristics. Technical appendices present brief descriptions of the sample designs, data sources, data adjustments, procedures for calculating standard errors, and a complete list of the courses which were encompassed under various mathematics, science, vocational education, and computer science instructional programs. (JD)

ED 262 012 SP 026 601

Skillett, Jack D.; Tompkins, Loren D.
The Hiring Process as a Quality Control Measure. Myth or Reality?
PUB DATE- 84
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Aptitude Tests; Evaluation Criteria; Quality Control; Scores; *Teacher Employment; *Teacher Selection
IDENTIFIERS- *American College Testing Program; Kansas

A study investigated the effect of the hiring process as a quality control measure in relation to the academic aptitude of classroom teachers. American College Test (ACT) scores of teachers in Kansas were analyzed to determine if employment of teachers took into consideration ACT scores. There was no significant difference in ACT scores of employed teachers and education graduates in general. However, when the subjects were divided into elementary or secondary education, scores of hired secondary school teachers were significantly higher than those of all secondary school graduates. It is noted that use of this mean as a measure of employability may be deceptive. In the case of such academic subjects as English, foreign language, the sciences, and mathematics, the mean scores were so high for all graduates that little discriminiation would be expected to occur. (CB)

ED 262 013 SP 026 606

Stolworthy, Reed L.
Washburn University. Evaluation of Graduate Programs 1983-84.
PUB DATE- 84
NOTE- 11p.; For related document, see SP 026 595.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Graduate Study; *Graduate Surveys; Higher Education; Preservice Teacher Education; Program Effectiveness; *Program Evaluation; *Teacher Education Programs

A study was conducted to determine effective methods of evaluation for assessing the adequacy of teacher preparation provided by the graduate programs of Washburn University (Kansas). Data were received from the graduates relating to the adequacy and quality of the teachers' preparation as viewed from their perception as professionals on the job. Information was also obtained concerning the primary reason for selecting their graduate degree program and problems encountered while pursuing the graduate degree plan. Graduates from three programs were studied: reading; classroom teaching/curriculum and instruction; and administration. This paper presents the questionnaire, letters to the graduates, and followup letters. (CB)

ED 262 014 SP 026 607

Ojanlatva, Ansa T. T.
The Relationship between Record Setting Athletic Performance and Biorhythms.
PUB DATE- 78
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Athletes; Athletics; Higher Education; *Performance Factors; *Predictor Variables; Swimming; Track and Field
IDENTIFIERS- *Biorhythms

This study sought to determine to what extent the setting of university records in objectively measurable performances in track and field, and in swimming, exceeded normal probability during the positive phases of the record setters' biorhythm cycle. According to the biorhythm theory, the positive period of these cycles would be the best times for record athletic performance. Two hundred and nine athletes participated in the study, 158 males and 51 females, ranging between the ages of 17 and 28. Seven statistical hypotheses were tested with a chi-square analysis. None of these hypotheses could be rejected. The analysis indicated that none of the biorhythms or their combinations appear to be a contributing factor in athletic record setting performance at the .05 level of significance. It is concluded that there is no reason to believe that university record setting would be influenced by biorhythms in any manner. Recommendations are made in regard to the future studying and use of biorhythms. (Author/JD)

ED 262 015 SP 026 614

Hawisher, Margaret F.
Winthrop College Transformed Curriculum.
PUB DATE- 85
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Core Curriculum; Curriculum Development; Educational Change; Higher Education; *Interdisciplinary Approach; Preservice Teacher Education; *Teacher Education Curriculum; *Teacher Education Programs

Dealing with the issue of a changing society and recognizing that teacher education has remained basically unchanged for 100 years, the faculty of the Winthrop College School of Education agreed to take the risk involved with transforming the teacher education curriculum. Three interdisciplinary teams have identified curriculum to be taught to students during their freshman, junior and senior years. In order to ease future curriculum revision, the core courses will be team taught by interdisciplinary faculty teams. Inspired by the model set forth by Peters and Waterman ("In Search of Excellence", New York: Warner Books 1984), this particular strategy provides an element of stability to the content being taught yet provides for fluidity of content. Another strength in this approach is that faculty teams feel a sense of competition in their teaching to the group and also have a sense of entrepreneurship. They are in control of the allocation of time, content coverage and change to a greater degree than previously permitted in the course-by-course time frame. (Author)

ED 262 016 SP 026 615

Gorman, Dean R.; And Others

Necessary Competencies for Corporate Wellness Professionals.

PUB DATE- 17 Apr 85
NOTE- 13p.; Paper presented at the National Convention of the American Alliance of Health, Physical Education, Recreation and Dance (Atlanta, GA, April 17-21, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Industrial Personnel; Physical Fitness; Program Content; *Program Improvement; *Well Being; Work Environment
IDENTIFIERS- *Wellness Professionals

A research study attempted to identify necessary components of a strong corporate wellness training program and to establish a sound research base from which valid curricular decisions could be made concerning program design. Responses from a 52-item questionnaire were received from 248 corporate wellness professionals. Results indicated that the respondents felt the five most important areas of knowledge for their work were: (1) principles of exercise and conditioning; (2) exercise prescription and individual program planning; (3) CPR certification; (4) program planning and administration; and (5) exercise physiology. It is recommended that strong professional preparation programs for wellness professions include competencies and experiences in the following areas: communication, management, counseling, report writing, marketing, psychology, injury care and prevention, exercises for special populations, and elementary word processing. Trained corporate wellness professionals should also be encouraged to participate in professional organizations and enroll in a masters degree program. The survey instrument is appended. (JD)

ED 262 017 SP 026 617

Flinders, David
Teaching Demands and Adaptive Curriculum Management.
PUB DATE- 84
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Strategies; High Schools; *Instructional Development; Secondary School Teachers; Teaching Experience; *Teaching Methods

A qualitative case study was designed to explore the work experience of six high school English teachers. Teachers were observed over a five month period. No formal, systematic rating scale or observation instruments were used; the observer relied upon his experience as a high school teacher and on specialized training in curriculum theory and qualitative research methodology. Written documents, such as course syllabi, were also collected, and interviews with the teachers were conducted. This paper presents an "educational criticism" of ways in which the teachers organized and planned their work. The observer felt that the teachers continually strove to find work strategies which struck a balance between the bureaucratic and ethical demands of teaching. It is concluded that school policies designed to support instruction need to be based not on the tasks teachers perform, but on improved understanding of how teachers experience their work. (CB)

ED 262 018 SP 026 619

Lee, Helen C.
Turning Computerphobes into Computerphiles.
PUB DATE- 85
NOTE- 5p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; *Computer Science Education; *Faculty Development; Higher Education; *Teacher Education

Strategies used to encourage college faculty to increase their knowledge of computers are discussed. A course offered by Indiana University-Purdue University followed the guidelines of making college teachers confident in their use of the computer. Computer jargon was not used, and terms like "computer literacy," were dispensed with. Sessions were as practical as possible, confronting real problems of the faculty. Entertaining, clearly written, and informative handouts were used, and class instructors adopted a playful light-hearted attitude toward the class. Classes were small so that individual attention and hands-on experience were possible. The class's six sessions, each lasting two hours, are briefly described. (CB)

DOCUMENT RESUME

ED 262 019 SP 026 621

Wurzel, Jaime S.
Teaching Reflective Thinking, Cultural Constraints and Cross Cultural Responses.
PUB DATE- Aug 84
NOTE- 22p.; Paper presented at the Conference on Thinking (Cambridge, MA, August 19-23, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cultural Differences; Education Majors; Higher Education; *Intercultural Communication; *Multicultural Education; Values

This paper reports on the teaching of reflective thinking skills to a cross-cultural class of school of education students. The paper relates the cultural constraints and cross-cultural responses brought to light by the process of instruction and by the reaction of students to a course on the Holocaust. The goal of Multicultural Education is to focus not only on cultural differences but also on human condition universals. However, this must be done in a way that evokes reflection about oneself, others, and the contradictions encompassed in historical and contemporary culture. The Holocaust, by providing innumerable episodes which defy predictable assumptions of behavior and thought and by illustrating our human vulnerabilities, challenges our notions of what is possible and reinforces our identification with our common humanity. However, the teaching of reflective thinking skills cross-culturally must include a framework which will allow for the questioning of the universality of all information that is conveyed. The danger lies in assuming a priori, without questioning, that the content and methodology to be taught is universal. (JD)

ED 262 020 SP 026 626

Anshel, Mark H.
Cognitive Strategies to Teach Motor Skills to Elderly Learners in Nursing Homes.
PUB DATE- Apr 85
NOTE- 28p.; Paper presented at the National Convention of the American Alliance of Health, Physical Education, Recreation and Dance (Atlanta, GA, April 17-21, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Mapping; Learning Modalities; Learning Strategies; *Older Adults; *Perceptual Motor Learning; *Psychomotor Skills; Teaching Methods

Researchers have found that the elderly are as capable of learning motor skills as younger persons but perform better under some conditions than others. For example, the elderly learn and perform motor skills more efficiently when there is additional time to respond to stimulus. Tasks which are self-regulated rather than directed by an external source allow the older person additional time to monitor the accuracy of their response. This results in greater probability of an accurate response even at the expense of speed. This is a common trait of elders who feel that errors are more detrimental to quality performance than reduced speed. It is hoped that the use of cognitive strategies by older performers will enable them to be more efficient in feeling more comfortable and perform at maximal efficiency under a variety of environmental conditions. Examples of cognitive strategies which might be most compatible with meeting this objective include imagery, anticipation, self-verbalization, chunking, rhythm, focused attention, and pre-cueing. This paper includes a review of each of these cognitive operations and practical suggestions for using them in teaching the older adult learner. A 59-item reference list is appended. (Author/JD)

ED 262 021 SP 026 633

Report of the State Commission on Alternative Teacher Certification.
New Jersey State Dept. of Education, Trenton.
PUB DATE- May 84

NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Agency Cooperation; Higher Education; *Program Development; *State Programs; *Teacher Certification; Teacher Education
IDENTIFIERS- *Alternative Teacher Certification; Field Based Programs

Many college graduates who have not gone through the traditional teacher education process seek to become instructors in the public schools, particularly in areas where there exists a shortage of qualified teachers. This report offers a realistic alternative path of entry into teaching with clearly defined stages of development to attract such prospective candidates. Throughout the report, stress is placed on the development of teacher training coalitions composed of members from school districts, institutions of higher learning, regional education centers, social agencies, or private sector organizations. Because of the potentially diverse candidate pool, the concept of "The Professional Support Team" was developed to establish competencies as well as to guide and assess the beginning teacher's progress throughout the school year. It is expected that the alternative field-based proposal presented in this report will take its place beside the more traditional mode of teacher training, perhaps each benefitting from the other. Appendixes contain the charge to the State Internship Panel, a Minority Report by Marroantonio Lacatena, and a Supplemental Report by Edith A. Fulton. (JD)

ED 262 022 SP 026 639

Burrows, Lucy
Dare We Build a New Teacher Education Program?
PUB DATE- 5 Aug 85
NOTE- 11p.; Paper presented at the Summer Institute of the Association of Teacher Educators (Wichita, KS, August 5, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; *Preservice Teacher Education; *Student Teachers; Teacher Education Programs; *Teacher Educators; *Teacher Student Relationship; Teaching Skills

Teacher education programs must be redefined in order to emphasize three areas: authority; autonomy; and authenticity. The rebuilding effort begins with teacher educators, and how and what they teach prospective teachers. Teachers must be taught to be authorities and autonomous in their own spheres--in their classrooms and on their school staffs. They must be given opportunities to share their knowledge: their insights about children, curriculum and the management of these spheres. Prospective teachers must learn, through their teacher education programs, to assert themselves, to speak up for what they know, and to develop a healthy and action-oriented approach to education. An effective way to achieve this is through "advisement," a professionally intimate, long-term association between a teacher educator and student teacher. Through the advisor's ability to suggest, guide, listen, reflect, and demonstrate, the student teacher learns that the assumption of authority can be humane and benevolent while still being strong and effective. (CB)

ED 262 023 SP 026 658

Yff, Joost, Ed.
Innovations in Teacher Education: The Pursuit of Excellence. International Yearbook on Teacher Education 1984. Selected papers from the Annual World Assembly (31st, Bangkok, Thailand, July 23-27, 1984).
International Council on Education for Teaching, Washington, D.C.
PUB DATE- 84
NOTE- 182p.
AVAILABLE FROM- The International Council on Education for Teaching, One Dupont Circle, Washington, DC 20036 ($8.50).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; Educational Technology; *Foreign Countries; Higher Education; Inservice Teacher Education; *International Cooperation; Preservice Teacher Education; *Teacher Education

This volume is organized according to the World Assembly themes of: (1) innovations in preservice teacher education; (2) innovations in inservice teacher education; (3) innovations in educational technology; (4) innovations in life-long education: the role of distance learning; (5) international dimensions in teacher education; and (6) innovations in regional and international cooperation. Under each theme, there appear selected major addresses given during the plenary sessions. Also appearing are selected comments of panel members, and abstracts of concurrent session presentations. The results of the many discussion groups are represented in the final section, "Summaries of World Assembly Discussions." (JD)

ED 262 024 SP 026 659

Imig, David G.
Panel on "Teacher Education Reform."
PUB DATE- 5 Aug 85
NOTE- 7p.; Paper presented at The National Conference of State Legislatures (Seattle, WA, August 5, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Change; Higher Education; Institutional Role; *Preservice Teacher Education; *Program Improvement

There has been a growing but begrudging recognition that better teacher education is necessary both to carry out other education-related reforms and to provide knowledge for shaping the reform agenda. Without fundamental changes in the ways that teachers teach, changes will not occur in the learning outcomes of a particular lesson or class or school. Pervasive and widespread change in teacher education has already occurred. These changes include: raised admission criteria; more rigorous exit requirements; more student teaching experience; increased use of standardized achievement testing; and greater reliance on technology. To continue the reform, groups interested in education reform must recognize that teacher education is "nested" in colleges and universities often caught in the middle of competitive and intense pressure. Changes in teacher education must be responsive to the aspirations and needs of the profession and also be accountable to teacher education institutions. Actions for change must be consistent. The teacher induction or internship process may be the best strategy for the immediate future of teacher education. (CB)

ED 262 025 SP 026 661

Freer, David
Match and Mismatch: A Teaching and Learning Problematic.
PUB DATE- Aug 84
NOTE- 22p.; Paper presented at the Conference on Thinking (Cambridge, MA, August 19-24, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Learning Processes; *Learning Strategies; *Student Reaction; *Teacher Student Relationship; *Teaching Styles

The purpose of this paper is to promote a problematic based upon the hypothesis of match and mismatch between teaching strategies and learning styles. Evidence is examined that supports the proposition that match and mismatch may be vital factors in evaluating teaching effectiveness. Classical experiments are extraneous to the debate because the traditional laboratory controls exercised over what may be common teaching variables tend to limit the applicability of research findings to normal classroom settings. Conversely, the extent of the variables observable in non-experimental research projects renders control something of an impossibility. It is argued, therefore, that the identification and categorization of learning styles may be of greater importance to curriculum designers and educational administrators rather than the establishment of learning factors observed in laboratory type "neutral" settings. (Author)

ED 262 026 SP 026 662

Haysom, John

Inquiring Into the Teaching Process: Towards Self-Evaluation and Professional Development.

REPORT NO.- ISBN-0-7744-0293-8
PUB DATE- 85
NOTE- 173p.
AVAILABLE FROM- The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6 ($28.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Books (010)
DESCRIPTORS- *Self Evaluation (Individuals); *Staff Development; Teacher Characteristics; Teacher Effectiveness; *Teacher Improvement

This book is designed to be a stimulant to action and reflection for teachers who would like to make a study of their own teaching. The first part explores how teachers can make a personal appraisal of their teaching. An analytic procedure is used which involves gathering information about four major aspects of the teaching process: (1) the teacher's frame of reference: the ideas the teacher has about teaching; (2) the teacher's actions: what the teacher actually does; (3) the pupil's actions: what the teacher or observer is able to see pupils doing; and (4) the pupils' covert experiences: what is going on inside the pupils' minds, in terms of the thinking and feeling they are experiencing. The last two chapters contain invitations to teachers to implement and monitor change. At the beginning of the book, and at the beginning of most chapters, educational theory is used to locate and support the assumptions and arguments being made. At the end of each chapter a small number of suggested readings are identified. (JD)

ED 262 027 SP 026 674

Cornelius, William L.
PNF and Other Flexibility Techniques.
PUB DATE- 84
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Exercise; *Exercise Physiology; Muscular Strength; *Physical Development; Physical Fitness
IDENTIFIERS- *Flexibility (Psychomotor)

Effective flexibility procedures are one of the essential tools by which excellence can be attained. Although stretching exercises provide obvious benefits, negative outcomes can result unless effective stretching procedures are incoroporated. Characteristics of effective stretching include warmup before stretching, stretch before and after exercise, stretch slowly and gently, hold a minimum of 10 seconds, stretch to a point of tension (not pain), and relax. Furthermore, the primary target of flexibility exercise is connective tissue. Effective procedures control sensory mechanisms by inhibiting muscle spindle receptors and stimulating Golgi tendon organs resulting in less resistance to stretching soft tissue. Modified proprioceptive neuromuscular facilitation (PNF) flexibility techniques have been found to significantly increase joint range of motion over that of the static and other conventional techniques. (Author)

ED 262 028 SP 026 675

Shreeve, William; And Others
Single Parents and Student Achievement--A National Tragedy.
PUB DATE- 85
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; Divorce; Emotional Problems; *Family Influence; *One Parent Family; Parent School Relationship; School Role; Secondary Education; Student Characteristics; *Student Reaction

Can single-parenthood adversely affect children's school achievement? A recent study conducted in the secondary schools of a rural Washington State school district dramatically confirms that it does. Conducted in 1984 by the Eastern Washington University Department of Education, the research project surveyed a remarkably homogenous population of 201 7th through 12th grade students by administering California Achievement Tests and collecting grade point average data. In every instance but one, single-parent students scored lower than their two-parent counterparts. These results and the homogenous nature of the population suggest that single parenthood may be the deciding factor in school success for many students. This study reports survey findings and discusses implications for America's public schools. (Author)

ED 262 029 SP 026 681

Ingram, A. G.
Educational Documents Generated from 1971 to 1981: An Explosion of Information on the Topic of Women's Athletics.

PUB DATE- 81
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Equal Education; Feminism; *Literature Reviews; *Social Indicators; *Womens Athletics
IDENTIFIERS- ERIC

A review was conducted of 226 abstracts of documents on the topic of women's athletics to tabulate the nature and volume of selections. Documents came from the Educational Resources Information Center (ERIC) and were written from 1971 to 1981. Kinds of documents located from the ERIC search included: journal articles (99); classroom materials (31); research reports (21); conference papers (18); legal materials (10); books (9); serial publications (8); project descriptions (6); teaching guides (6); directories (6); non-classroom materials (4); conference proceedings (3); bibliographies (3); and a position paper (1). The peak year for publications was 1978. The ERIC abstracts indicate that the women's equity movement in sport resulted in women increasing their interest and involvement in athletics. However, the citations also indicate that this social movement has peaked and begun to diminish in intensity. (Author/CB)

ED 262 030 SP 026 694

Doyle, Walter
Teaching as a Profession: What We Know and What We Need to Know about Teaching. R&D Report 6160.
Texas Univ., Austin. Research and Development Center for Teacher Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- May 85
NOTE- 20p.
CONTRACT- NIE-G-83-0006-P1
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Role; *Educational Research; *Professional Recognition; Research Needs; *Research Utilization; Teacher Effectiveness; *Teaching (Occupation)

Research on teaching is a pragmatic enterprise that seeks justification in its contributions to a knowledge base for teaching and teacher education. Because professions are generally considered to be occupations that possess specialized knowledge, research on teaching is logically at the heart of discourse about teaching as a profession. This paper assesses the extent to which research on teaching has served as a suitable resource for the profession of teaching and suggests ways in which that service might be enhanced or extended. It is pointed out that an attempt to relate the notion of profession to the study of teaching requires clarity about what the term "profession" means and what role knowledge plays in the process of being or becoming a professional. Issues of professionalization are explored with particular reference to education. The status and utility of the knowledge that has emerged from teaching research is examined. Ways are suggested in which research on teaching can build upon its recent successes to become an even more powerful resource for the professional practice of teaching. (JD)

ED 262 031   SP 026 696

Huling-Austin, Leslie; Emmer, Edmund T.
First Days of Schools: A Good Beginning. R&D Report No. 7206.
Texas Univ., Austin. Research and Development Center for Teacher Education.
PUB DATE- 85
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Role; *Beginning Teachers; Interpersonal Relationship; *Master Teachers; Peer Relationship; *Professional Development; *Teacher Orientation; Training Methods
IDENTIFIERS- *Beginning Teacher Induction; Model Teacher Induction Project

This report describes some of the procedures for helping first-year teachers begin the school year which were used in the Model Teacher Induction Program (MTIP). The first section briefly describes the development of the MTIP, a research-based program dealing with specific issues facing first-year teachers. Section two, which focuses on the beginning teacher, describes classroom management training provided to first-year teachers in the MTIP. The third section, on support teachers, discusses training provided to support teachers in diagnosing and responding to the concerns of first-year teachers, with special emphasis on the first day of school. Section four, on the principal's role in establishing a good beginning, provides information derived from the actions of principals in the MTIP study schools and their suggestions made during later interviews related to helping first-year teachers at the beginning of school. (Author/JD)

ED 262 032 SP 026 700

Galvez-Hjornevik, Cleta
Mentoring: A Review of the Literature with a Focus on Teaching.
Texas Univ., Austin. Research and Development Center for Teacher Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 85
NOTE- 91p.
AVAILABLE FROM- Communication Services, Research & Development Center for Teacher Education, The University of Texas at Austin, Education Annex 3.203, Austin, TX 78712.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teachers; Interprofessional Relationship; *Master Teachers; *Mentors; *Modeling (Psychology); *Teacher Orientation
IDENTIFIERS- *Beginning Teacher Induction

Many local education agencies, as well as independent school districts, are currently designing induction programs for beginning teachers. One feature of these induction programs is the appointment of a mentor or sponsor teacher. This review is designed to summarize existing literature from the teaching profession on the mentoring relationship in order to assist educators in enhancing induction programs. A review of pertinent research concerning the mentoring phenomenon provides education professionals interested in initiating a "mentor teacher" or "sponsor teacher" program with an important resource. This paper focuses on three major areas: the concept of mentoring and its theoretical foundations, mentorial activities as they relate to teachers and induction programs, and the nature of the mentor-protege relationship in professions other than education. Overviews are provided of studies of mentoring in schools and induction programs that incorporate the mentoring relationship. Information is included on: (1) the characteristics and functions of the mentor; (2) selecting and attracting a mentor; (3) the interpersonal relationship; (4) the character of the mentor-protege relationship; (5) precautions in engaging in the mentor-protege relationship; (6) what and how proteges learn from mentors; and (7) guidelines for formal and informal mentor programs. (JD)

ED 262 033 SP 026 705

Paul, Joan; Shelden, Miriam F.
"The Way We Were: 1850-1900."
PUB DATE- 20 Apr 85
NOTE- 11p.; Paper presented at the American Alliance for Health, Physical Education, Recreation and Dance (Atlanta, GA, April 17-21, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational History; Educational Trends; *Physical Education; *Physical Education Teachers; *Program Development

This paper traces the history of physical education in the American schools from 1850, through the critical years of the Civil War, and up to 1900. Brief biographical sketches are presented of leading physical educators of the time, and the evolution of the American Alliance for Health, Physical Education, Recreation and Dance is described. (JD)

ED 262 034 SP 026 708

Perl, Michael; Starke, Nancy A.
Pre-Professional Laboratory Experiences: A Handbook for Students.

Kansas State Univ., Manhattan. Coll. of Education.
PUB DATE- 84
NOTE- 27p.; For related documents, see SP 026 708-710.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Educational Objectives; *Field Experience Programs; Higher Education; *Preservice Teacher Education; Program Development; *Student Role; *Teacher Aides

The Pre-Professional Laboratory Experience course is a semester-long early field experience involving prospective teacher education candidates in routine classroom activities and observation experiences on the elementary and secondary level. The set of handbooks which was developed to accompany the course includes a student handbook, a supervising teacher handbook, and a building principal handbook. The student handbook acts as a guide for the teacher aide. Discussed in this handbook are course goals, role of the teacher aide, and program produdures. The handbook includes the following forms: Application Form, Information for the Supervising Teacher, Health Form, Suggested Activities Lists (Elementary and Secondary levels), Teacher Aide Experiences Checklist, Teacher Aide Attendance Register, Mid-Term Teacher Aide Review, Mid-Term Teacher Aide Conference, Mid-Term Teacher Aide Self-Evaluation, Teacher Aide Final Evaluation, Pre-Professional Laboratory Course Evaluation, and Daily Log Sheets. (Author/DF)

ED 262 035 SP 026 709

Perl, Michael; Starke, Nancy A.

Pre-Professional Laboratory Experiences: A Handbook for Teachers.

Kansas State Univ., Manhattan. Coll. of Education.
PUB DATE- 84
NOTE- 28p.; For related documents, see SP 026 708-710.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cooperating Teachers; *Field Experience Programs; Higher Education; *Preservice Teacher Education; Program Development; *Student Evaluation; *Teacher Aides; Teacher Student Relationship

The Pre-Professional Laboratory Experience course is a semester-long early field experience involving prospective teacher education candidates in routine classroom activities and observation experiences on the elementary and secondary level. The set of handbooks which was developed to accompany the course includes a student handbook, a supervising teacher handbook, and a building principal handbook. The teacher handbook contains information on working with the teacher aide, suggested activities for the aides, discussion of types of evaluations and reviews and helpful hints. The handbook includes the following forms: Application Form, Information for the Supervising Teacher, Health Form, Suggested Activities Lists (Elementary and Secondary levels), Teacher Aide Experiences Checklist, Teacher Aide Attendance Register, Mid-Term Teacher Aid Review, Mid-Term Teacher Aide Conference, Mid-Term Teacher Aide Self-Evaluation, Teacher Aide Final Evaluation, Pre-Professional Laboratory Course Evaluation, and Daily Log Sheets. (Author/DF)

DOCUMENT RESUME

ED 262 036 SP 026 710

Perl, Michael; Starke, Nancy A.
Pre-Professional Laboratory Experiences: A Handbook for Principals.
Kansas State Univ., Manhattan. Coll. of Education.
PUB DATE- 84
NOTE- 36p.; For related documents, see SP 026 708-710.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrator Role; *Field Experience Programs; Higher Education; *Preservice Teacher Education; *Principals; Program Development; Teacher Administrator Relationship; *Teacher Aides

The Pre-Professional Laboratory Experience course is a semester-long early field experience involving prospective teacher education candidates in routine classroom activities and observation experiences on the elementary and secondary level. The set of handbooks which was developed to accompany the course includes a student handbook, a supervising teacher handbook, and a building principal handbook. The principal handbook contains information on working with the teacher aide, suggested activities for the aides, suggestions for principals on orientation sessions, and techniques for reviews and evaluations. The handbook includes the following forms: Application Form, Information for the Supervising Teacher, Health Form, Suggested Activities Lists (Elementary and Secondary levels), Teacher Aide Experiences Checklist, Teacher Aide Attendance Register, Mid-Term Teacher Aid Review, Mid-Term Teacher Aide Conference, Mid-Term Teacher Aide Self-Evaluation, Teacher Aide Final Evaluation, Pre-Professional Laboratory Course Evaluation, and Daily Log Sheets. (Author/DF)

ED 262 037 SP 026 730

Parker, Linda S.; Gilbert, Kathryn M.
Wisconsin's Teaching Incentives Pilot Program.
Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE- Apr 85
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Ladders; *Improvement Programs; *Incentives; Pilot Projects; *Program Development; Teacher Improvement; Teacher Supervision
IDENTIFIERS- *Teacher Incentives Pilot Program; Wisconsin

In response to recommendations by a task force on teaching and teacher education, the state of Wisconsin established the Teacher Incentives Pilot Program. The goal of the program is to plan, develop, and administer a series of pilot projects which model different types of incentives designed to attract, prepare, and retain competent teachers. These include: (1) incentives and innovations for training new teachers and for staff development; (2) incentives for retaining teachers in their profession through the development of career ladder structures; (3) incentives for retaining teachers through monetary and nonmonetary awards; and (4) combinations which link the three levels of incentives. Three principles direct the thrust of the pilot program: (1) communication and cooperation among the different systems of education (teacher preparation institutions, K-12 school systems, the state education agency responsible for teacher education, employment, and continued professional development); (2) joint planning and action at the local school district level (teachers, administrators, school board and other community members); and (3) assessment and evaluation of individual and institutional educational outcomes. (JD)

ED 262 038 TM 850 277

Gallagher, Michael P.
Assessment for 1983-4 School Year. Administrative/Supervisory Performance Review Process. Survey Results.
Cleveland Public Schools, OH. Dept. of Research and Analysis.
PUB DATE- Oct 84
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; *Administrator Evaluation; *Assistant Principals; Elementary Secondary Education; Evaluation Methods; Evaluation Utilization; *Principals; Questionnaires; Rating Scales; School Districts; *School Surveys; *Self Evaluation (Groups)
IDENTIFIERS- *Cleveland Public Schools OH; Meta Evaluation

School administrators and supervisors who were evaluated using the Cleveland, Ohio City School District's Administrator/Supervisory Review Process were surveyed concerning their opinions of the review process. The questionnaire, which was returned by 203 principals, assistant principals, and other supervisory staff out of a total of 376 recipients, covered: (1) specific elements of the review process; (2) general concerns; and (3) suggested improvements. The following observations emerged from the survey results. Respondents did not see the evaluation process as improving employee performance; in fact, preference was expressed for the previously used rating form. It was also felt that the employee whose job performance exceeded the average was not appropriately recognized. Except for some particular details, the rating form and its accompanying instructions were acceptable. The quality levels provided in the form generated some strong opposition. Specific suggestions for improvement, such as clearer explanations of the review and appeal process, were strongly endorsed. (The employee rating form, performance review form, letters accompanying the survey, and the survey questionnaire are included.) (GDC)

ED 262 039 TM 850 482

Allen, Brockenbrough S.
Computer-Based Imaginary Sciences and Research on Concept Acquisition.
PUB DATE- Apr 85
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Aptitude Treatment Interaction; Classification; *Computer Assisted Instruction; Computer Assisted Testing; *Concept Formation; *Educational Research; Higher Education; High Schools; *Learning Strategies; *Research Design; Research Problems; *Science Fiction
IDENTIFIERS- *Xenograde Concept System

To control for interactions in learning research due to subjects' prior knowledge of the instructional material presented, an imaginary curriculum was presented with a computer assisted technique based on Carl Berieter's imaginary science of Xenograde systems. The curriculum consisted of a classification system for ten conceptual classes of fictitious planets. The computer system, written in Apple PASCAL, presented three types of displays: (1) definition of the concept's attributes and classes; (2) instance selection and presentation, which allowed trainees to explore the classification system in a hierarchical or tabular format; and (3) a test of concept acquisition. The instruction was presented within a science fiction context; the first screen welcomed subjects to the Starcruiser Academy Science Officer Training Course. Subjects in the first study were 38 high school students. The treatment group, who received advice on selecting pairs of examples to maximize learning, scored moderately higher than the control group. In a second experiment, undergraduate education majors were exposed to either hierarchical presentation of materials, matrix or tabular presentation, or a combination of both. Results strongly favored the hierarchy-only approach. (Extensive appendices include a number of the presented screens and instructions accompanying the classification test). (GDC)

ED 262 040 TM 850 488

Diamond, Esther E.
Content Considerations vs. Growth in Achievement Testing: Hobson's Choice?

PUB DATE- Apr 84
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984)
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Gains; *Achievement Tests; Age Differences; *Difficulty Level; Elementary Secondary Education; Item Analysis; *Norm Referenced Tests; Pretesting; Standardized Tests; *Test Construction; Testing Problems; Test Items; *Test Validity; Trend Analysis
IDENTIFIERS- Curricular Validity; *SRA Survey of Basic Skills; Test Batteries

The problem of measuring growth across the target grade and, typically, the two adjacent grades, concerns most developers of standardized, norm-referenced achievement tests, particularly at the item selection stage. Opinion is divided on whether to retain or drop items that do not get easier from grade to grade. The controversy has focused on whether test design should be guided mainly be test theory or by instructional content, with the latter viewpoint recently gaining strength. Trial test items from a new standardized achievement test battery, the survey of Basic Skills, were selected. The items covered a number of grade levels and content areas, seemed well constructed, showed good discrimination difficulty, but did not show grade-to-grade growth. These items were examined in an attempt to discover which kinds of items did not show grade-to-grade-growth; they were categorized according to curriculum content and grouped by grades 1-2, 2-3, 5-6, 8-10, and 11-12. It was concluded that the test developer's choice between measuring important content and showing growth from grade to grade is still difficult. In selecting the best available items, based on multiple criteria, one dimension is occasionally sacrificed in order to accommodate the other. (Author/GDC)

ED 262 041 TM 850 489

Diamond, Esther E.
Content, Context, and Construct Considerations in Sex Bias in
Testing.
PUB DATE- Apr 85
NOTE- 14p.; Paper presented at the Annual Meeting of the American
Educational Research Association (69th, Chicago, IL, March 31-April
4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Achievement Tests; Aptitude Tests; College Entrance
Examinations; Content Analysis; Elementary Secondary Education;
*Experience; Higher Education; Literature Reviews; Occupational
Tests; Research Needs; *Sex Bias; Sex Differences; *Sex Fairness;
Sex Role; *Test Bias; *Test Construction; Test Items; *Test
Validity

Studies of sex differences in test performance have identified the content of test items, the context in which they are set, and the constructs purportedly underlying the item as important variables influencing performance. Test content often reflects experiences that traditional social roles have discouraged women from exploring. Often, the item pool in an occupational area dominated by men tends to be based on male experiences or to use male referents almost exclusively. The same is true for roles in which females predominate, but the domain is narrower than that for men. Mathematics and science items presented in a context more familiar to men than to women have been found to be more difficult for women. In examining item content, it is essential to identify content that is irrelevant to the intended construct but that might elicit different responses to items from different groups. Further research is needed on the differences between judgmental and statistical methods of item bias detection and on the types of bias detected by different methods. (Author/GDC)

ED 262 042 TM 850 490

Pearsol, James A.
Controlling Qualitative Data: Understanding Teachers' Value Perspectives on a Sex Equity Education Project.
PUB DATE- Apr 85
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Cluster Grouping; *Data Analysis; Data Collection; Demonstration Programs; Elementary Secondary Education; Evaluation Methods; Evaluators; *Interviews; *Naturalistic Observation; Program Attitudes; *Program Evaluation; Research Design; *Research Methodology; Schemata (Cognition); Sex Fairness; *Teacher Attitudes; Value Judgment
IDENTIFIERS- Naturalistic Evaluation; *Qualitative Data

This paper describes the practical steps employed in controlling interview data generated from a research project investigating teachers' perspectives on the worth of a sex equity educational demonstration project. These perspectives were then considered as value frameworks that might be used to formulate and interpret a naturalistic-responsive project evaluation. Qualitative data were obtained from 25 elementary and secondary teachers through their written reactions to a 26 page summary portfolio of project-related evaluation data, and the tapes and transcripts from two semi-structured interviews. The written reactions provided the initial focus for the interviews. Questions for later interviews were derived from previous responses, as were requests for clarification of the respondents' line of thinking. (GDC)

ED 262 043 TM 850 491

Cason, Gerald J.; And Others
Counseling Medical Students Preparing for Their Licensure Examination: Students Evaluation of the Program's Usefulness.
PUB DATE- Apr 85
NOTE- 21p.; Paper presented at the Annual Meeting of the Association of American Medical Colleges, Southern Group on Medical Education (San Juan, PR, April 17-19, 1985). For related document, see ED 242 773.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Graduate Medical Education; Higher Education; Mastery Tests; *Medical Students; *Prediction; Predictive Validity; *Program Evaluation; Questionnaires; Rating Scales; Regression (Statistics); *Student Certification; *Student Reaction; Test Anxiety; *Test Coaching
IDENTIFIERS- Arkansas; *Federal Licensing Examination; *University of Arkansas Little Rock

Senior medical students at the University of Arkansas for Medical Sciences were surveyed regarding the value of a program providing regression based predictions of their individual Day 1, 2, 3, and Total Federation Licensure Examination (FLEX) scores and the probability of passing the FLEX for subsequent Arkansas licensure. The prediction formulas were based on previous classes' scores on the National Board of Medical Examiners clinical subtest, FLEX, and grade point average. Predictive validity for the FLEX was .78 to .83, and for the daily examinations, .61 to .82. After the students received their predictions, practice versions of the FLEX and the third daily examination were offered in small group sessions on a voluntary basis. Of 105 students who completed the survey, 68 percent indicated concern about the FLEX; the prediction was useful in reducing this concern. Eighty-nine percent of the students supported the continuation of the prediction. Practice testing sessions were useful in determining how much and what to study. Both predictions and practice were most useful to those students who felt at highest risk. Continuation of the practice sessions was recommended by 85 percent of the respondents. (The questionnaire is appended.) (GDC)

ED 262 044 TM 850 498

Provincial Report: Grade 12 Diploma Examinations. January 1985 Administration. Student Evaluation.

Alberta Dept. of Education, Edmonton. Student Evaluation and Data Processing Branch.

PUB DATE- Apr 85
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTORS- Achievement Tests; Biology; Chemistry; English; Foreign Countries; Grade 12; Grades (Scholastic); *Graduation Requirements; High Schools; *Minimum Competency Testing; Physics; Raw Scores; *Scores; Secondary School Mathematics; Social Studies; State Norms; *State Programs; Student Certification; *Testing Programs; *Test Results
IDENTIFIERS- Alberta; *Alberta Grade Twelve Diploma Examinations

Results of the Alberta, Canada Grade 12 Diploma Examinations Program are presented for the January 1985 test administration. All twelfth grade students are required to pass at least one of these tests in order to receive a high school diploma. Some students also receive course credit by passing the appropriate examination. Examinations are available for grades 10, 11, and 12. Two types of diplomas are awarded, the General and the Advanced High School Diploma. An Award of Excellence is awarded to students achieving high scores on the diploma examinations. The bulk of this document consists of test results for the seven examinations: (1) English 30, administered to 7,986 students; (2) English 33, 4,308 students; (3) Social Studies 30, 7,760 students; (4) Mathematics 30, 7,954 students; (5) Biology 30, 6,230 students; (6) Chemistry 30, 5,955 students; and (7) Physics 30, 2,962 students. All tests include both multiple choice and written response or essay items; French-language tests are also available. The grades assigned to students scoring in particular ranges are given, as well as the percentage of students scoring in that range. Average scores and standard deviations are also included. (GDC)

ED 262 045 TM 850 500

Gardner, Eric F.
How Can Tests be Misused: Let Me Count the Ways.
PUB DATE- Apr 85
NOTE- 11p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, IL, April 1-4, 1985).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Achievement Tests; Aptitude Tests; College Entrance Examinations; Elementary Secondary Education; Error of Measurement; Higher Education; Information Utilization; Scores; *Standardized Tests; Test Bias; *Testing Problems; *Test Interpretation; Test Manuals; Test Norms; *Test Use; Test Validity

Criticism of standardized tests is extensive, and a number of claims of test misuse have been made. Test misuse is discussed in six common circumstances. (1) Test users accept the title of a test as an accurate and complete description of the variable being measured, not having full knowledge of the test, its items, and the test manual. A cognitive test may test memory and vocabulary, but not reasoning ability. (2) The score is accepted while ignoring the error of measurement. (3) A single score is used for decision making, without considering all the factors influencing that score. (4) Test difficulty is not considered when interpreting a score, or the exact meaning of the type of score is not understood. (5) The information provided by the test score is confused with interpretations of what caused the behavior described by the score. (6) The test is biased when the predicted score is consistently too high or too low for a subgroup, or when the score does not represent an adequate measure of the ability being tested. This would occur when a low ability reader scores poorly on a science test because of the reading level of the items. (GDC)

Farish, Stephen J.
Investigating Item Stability: An Empirical Investigation into the Variability of Item Statistics Under Conditions of Varying Sample Design and Sample Size. Occasional Paper No. 18.
Australian Council for Educational Research, Hawthorn.
REPORT NO.- ISBN-0-85563-389-1
PUB DATE- Nov 84
NOTE- 90p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Achievement Tests; *Difficulty Level; *Estimation (Mathematics); Foreign Countries; *Goodness of Fit; *Item Analysis; Junior High Schools; *Latent Trait Theory; Mathematical Models; Mathematics Achievement; Reliability; *Sample Size; Sampling; Statistical Analysis; Statistical Studies; Test Construction; Test Items
IDENTIFIERS- Australia; *Rasch Model; Wright (Benjamin D)

The stability of Rasch test item difficulty parameters was investigated under varying conditions. Data were taken from a mathematics achievement test administered to over 2,000 Australian students. The experiments included: (1) relative stability of the Rasch, traditional, and z-item difficulty parameters using different sample sizes and designs; (2) effect of different sample types and sizes on the Rasch item fit estimator; (3) effects, on the item fit parameter and the Rasch item difficulty parameter, of removing some less appropriate items from the test; and (4) an examination of Wright's statement that the standard error of the item difficulty parameter is a good estimator of its variance, and that it has an inverse square root relationship to the sample size. Results showed that Rasch and z-item difficulty parameters were similar. Item fit increased as sample size increased. The removal of poorly fitting items improved fit values for the entire test, but worsened them for the remaining items. The Rasch standard error parameter was an appropriate measure of the true error of estimation as calculated from the square root of the sampling variance of the item difficulty index. (Implications for test calibration are concluded, and detailed item analyses are appended.) (GDC)

ED 262 047 TM 850 506

DeMauro, Gerald E.

Issues in the Placement of Limited-English-Proficient Students and in the Evaluation of Their Instructional Programs.

PUB DATE- 1 Apr 85
NOTE- 16p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, IL, April 1-4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Achievement Gains; Bilingual Education Programs; Cutting Scores; Elementary Education; English (Second Language); Equivalency Tests; *Evaluation Methods; Grade 3; Grade 4; Grade 5; *Language Tests; *Limited English Speaking; Mathematical Models; Program Effectiveness; Program Evaluation; *Second Language Programs; *Student Placement; Testing Problems; *Test Norms; Test Selection
IDENTIFIERS- *Language Assessment Battery; New York (New York)

The Language Assessment Battery was administered to third to fifth grade limited English speaking students in New York City. Special techniques addressed two common problems in testing these populations: (1) language tests suitable for limited English speakers change their psychometric characteristics over time as the students' language ability improves; and (2) the absence of a comparison population who do not receive the necessary treatment. A cutting score was determined by the intersection of the target and monolingual curves of scores from an earlier test administration. Students scoring above this point more closely resembled monolingual speakers, while students scoring below this point were more like target students in English abilities. The skills typical of the target range of scoring were compared to those which described the monolingual range of scores; Rasch item calibrations and person abilities were examined. Reading skills (as opposed to listening and writing) best differentiated target and monolingual students. This latent trait model was useful in selecting an appropriate norm. The Chapter I Model A1, using test norms as proxy comparison groups, interprets pretest-posttest differences as growth beyond the improvements made by the norms groups. Suggestions for using this model in limited English speaking programs are made. (GDC)

ED 262 048 TM 850 507

Wongbundhit, Yuwadee

Item Banking Procedure and Quality Control in Dade County Public Schools.

PUB DATE- Apr 85
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985). Some tables contain small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Achievement Tests; Computer Assisted Testing; Elementary Secondary Education; Inservice Teacher Education; *Item Analysis; *Item Banks; Pretesting; Program Descriptions; Quality Control; School Districts; Teacher Made Tests; *Test Construction; Testing Programs; Test Items
IDENTIFIERS- *Dade County Public Schools FL; Test Specifications

Before an item bank is constructed, several curriculum and testing considerations should be addressed. Such issues include the number of students enrolled in the selected subject area; number of desired objectives and items per objective; method of storing the items; and how and when to train how many teachers in item writing. The following steps are then used for construction and quality control of the item bank: (1) training teachers in writing test items and item specifications--this usually involves two days of orientation followed by a month of item writing; (2) review and revision by a panel of qualified persons; (3) assembly and field testing of experimental tests, including attention to format and printing; (4) item analyses, using both Rasch and traditional procedures, followed by the removal of inappropriate items; and (5) item bank maintenance using a readily accessible computer system. These procedures are used in the Dade County, Florida Public

Schools for item banks in the following curriculum subjects: geometry, algebra I, life science, biology, and American history. (Appendices include a test item evaluation check list, sample item specifications, an answer sheet, and item statistics). (GDC)

ED 262 049 TM 850 508

Wilson, Ann Jarvella
Knowledge for Teachers: The Origin of the National Teacher Examinations Program.
PUB DATE- Apr 85
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)
DESCRIPTORS- Competency Based Teacher Education; *Educational History; Elementary Secondary Education; *Evaluation Criteria; Evaluators; Higher Education; *National Competency Tests; Public Opinion; Standardized Tests; Teacher Certification; Teacher Effectiveness; *Teacher Evaluation; *Teacher Qualifications; Teacher Stereotypes; *Test Construction; Testing Programs
IDENTIFIERS- *National Teacher Examinations

The National Teacher Examinations (NTE), were first administered in 1940. Teacher examinations had existed in the United States since colonial New England. During the late 1920's, intelligence tests became popular; teaching aptitude, subject matter competence, and knowledge of testing were also measured. In 1931, a cooperative program of the Teachers College Personnel Association and the American Council on Education tested entering education majors. Quality was found to vary considerably. A large-scale evaluation program, initiated by the Carnegie Foundation for the Advancement of Teaching, tested high school and college students in Pennsylvania. The Cooperative Test Service (CTS) of the American Council on Education, organized in 1930, provided teacher tests for participating school districts. The tests covered English comprehension and expression, reasoning, general culture, professional information, contemporary affairs, and relevant subject areas. The director, Ben Wood, promoted use of the test as one criterion for teacher selection, while making statements about the mediocrity of teachers. The CTS's first NTE, developed in 1939, resembled its earlier versions. It stressed basic intellectual and communication skills, cultural and contemporary background, and professional information. These areas are still important in the current NTE, which is administered by Educational Testing Service. (GDC)

DOCUMENT RESUME

ED 262 050 TM 850 509

Phillips, Gary W.
Latent Trait Approach to Domain Score Estimation.
PUB DATE- Mar 82
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Criterion Referenced Tests; Estimation (Mathematics); Goodness of Fit; *Item Analysis; *Latent Trait Theory; Mastery Tests; *Mathematical Models; Scores; Statistical Analysis; *Test Construction; Test Items; Test Theory
IDENTIFIERS- Binomial Error Model; Classical Test Theory; *Domain Referenced Tests

This paper presents an introduction to the use of latent trait models for the estimation of domain scores. It was shown that these models provided an advantage over classical test theory and binomial error models in that unbiased estimates of true domain scores could be obtained even when items were not randomly selected from a universe of items. This allowed the full use of item statistics during test development. Furthermore, it was argued that when all domain subtests measured the same underlying trait, then all subtest domain scales might be related to each other via the underlying theta scale. Finally, a method was presented whereby the unidimensionality assumption could be tentatively tested. This was to fit a LISREL congeneric measurement model to the observed subtest variance-covariance matrix. (Author/GDC)

ED 262 051 TM 850 526

Biester, Thomas W.
A Study of the Relationship Between a Medical Certification Examination and an In-Training Examination.
PUB DATE- Apr 85
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985). Appendices contain broken type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Certification; Correlation; Department Heads; Educational Assessment; Expectancy Tables; *Graduate Medical Education; Graduate Medical Students; Higher Education; *Occupational Tests; Predictive Validity; Psychometrics; Regression (Statistics); *Surgery; Testing Problems; Testing Programs; *Test Interpretation; *Test Use
IDENTIFIERS- *American Board of Surgery In Training Examination; American Board of Surgery Qualifying Examination

This paper presents results of a study examining the relationship between the American Board of Surgery's In-Training Examination and its Qualifying Examination. 1982 Test scores on both examinations of 764 candidates in their fifth year of training as Chief Residents were analyzed. Descriptive statistics, correlations, and standard errors were computed. A moderately high correlation coefficient was observed. The findings do not support those previously reported in the literature. Regression equations and theoretical expectancy tables were prepared for use by residency program directors in predicting future success in the certification process. Various factors that possibly influenced the size of the correlation coefficient are discussed, including examination purpose/content, security breaches, motivations to take the examination, and other factors. Implications for other medical specialties in analyzing and interpreting In-Training Examination results are discussed. (Author/BS)

ED 262 052 TM 850 527

Erwin, T. Dary; And Others

Survey of Characteristics of Measurement Services Offices.

PUB DATE- 2 Apr 85

NOTE- 22p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, IL, April 1-3, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Colleges; Higher Education; *Institutional Characteristics; National Surveys; *Program Descriptions; Questionnaires; *Testing Programs

IDENTIFIERS- Mail Surveys; *Measurement Services Association (NCME)

This paper briefly summarizes the findings from a national survey for the Measurement Services Association (MSA) of testing and measurement offices regarding their organizational characteristics and their activities and services. Questionnaires were mailed to all testing offices (n=146) at colleges and universities on the MSA Newsletter mailing list and to public institutions (n=64) with budgets in excess of 50 million dollars that were not on the MSA mailing list. The 71 responding institutions are listed in Appendix A. The report contains two sections: (1) descriptive lists of results for each survey question; and (2) selected cross-tabulations of responses to two or more questions. Based on the average or most frequent responses, the typical measurement center has the following characteristics: it (1) is administratively associated with Academic Affairs and reports to a Director; (2) receives one-fourth its revenues from outside sources; (3) has three professional staff members and approximately 10 total staff members; (4) has about a 3.0 full time employee computer programming effort; (5) has an annual budget of $182,721; (6) provides test scoring, national test administration, scanning, teaching evaluation, data analysis, credit by examination, survey research, and process counseling tests; and (7) does not conduct basic measurement research. (BS)

ED 262 053 TM 850 528

Duncan, Andrew Neill

An Assessment of Formal Teacher Evaluation Practices in Alberta (Summary).

Lakeland School District #5460 (Alberta).

SPONS. AGENCY- Alberta Dept. of Education, Edmonton. Planning Services Branch.
PUB DATE- Dec 84
NOTE- 36p.
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Beginning Teachers; *Educational Policy; Elementary School Teachers; Elementary Secondary Education; *Evaluation Methods; *Evaluators; Foreign Countries; Principals; Questionnaires; Research Needs; *School Policy; Secondary School Teachers; State Departments of Education; *State Standards; State Surveys; Superintendents; *Teacher Evaluation
IDENTIFIERS- *Alberta; Mail Surveys

To assess the impact of the 1984 Alberta Education teacher evaluation policy, this study investigated the formal teacher evaluation practices of superintendents, other central office staff, and principals in Alberta (Canada) in 1983-84. A three part, mailed questionnaire based on existing instruments collected: (1) demographic data on the responding evaluator; (2) data related to initiating factors, purposes, and outcomes of their last teacher evaluation; and (3) data on the evaluation procedures used. Experts in "due process" and "improvement of instruction" adjudicated items in part three to establish minimum criteria for satisfactory evaluation. Respondents placed high priority on teacher evaluation, but had inadequate time. Less than half strictly followed Board policy. Two-thirds gave positive ratings to the last teacher evaluated. Most teachers were retained, received permanent contracts, or were recommended for permanent certification. Very few respondents (4.5 percent) met the minimum criteria to assure due process, and fewer (1.3 percent) met instructional improvement criteria. No relationship was found between the presence of a written, formal teacher evaluation policy or the level of adherence to policy and the completeness of the evaluation. Recommendations to school boards included hiring qualified evaluators, inservice training to upgrade current evaluators, and government legislation to ensure fair and consistent teacher evaluation. (Author/BS)

ED 262 054 TM 850 529

Garcia, John; Garcia y Robertson, Rodrigo
The Evolution of Learning Mechanisms.
PUB DATE- Aug 84
NOTE- 68p.; Paper presented at the Annual Meeting of the American Psychological Association (92nd, Toronto, Ontario, August 24-28,1984).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Animal Behavior; *Behavioral Science Research; Behavior Development; *Biological Influences; Conditioning; *Evolution; *Learning Processes; *Learning Theories; Literature Reviews; Psychology; Researchers; Scientific Methodology
IDENTIFIERS- Behaviorism

This paper introduces seven principles of learning, enduring over the last five centuries of psychological thought, to discuss the evolution of the "Biophyche" (the brain in action) in the development of humans and other large organisms. It describes the conditioning theories of Darwin, Pavlov, and Thorndike and critically reviews the twentieth century behaviorism (Watson, Spence, and Skinner) which separated the psychology of learning from biology. The selective pressure of the food chain on the evolution of corporal structure, instinctive behavior, and learning mechanisms is discussed in terms of body and brain, prey and predator, the memory for poison, the memory for pain, the bicameral biophyche, and sensory hedonistics. Both behavioral and physiological solutions have been used for problems of survival. Imprinting is used to illustrate the subtle interplay between instinct and learning. Uses of the geomagnetic field for navigation by humans, birds, and bees illustrates a convergent evolutionary force. While the evolutionary origin of learning is problematical, learning is always an adjustment of a natural behavioral pattern inherent in the anatonomical structure. In conclusion, learning is the primary instinct because it converts a potentially hostile environment into a comfortable territorial home where secondary instinctual processes can take place in safety. (BS)

ED 262 055 TM 850 530

Golub, Lester S.
The Design, Implementation, and Evaluation of a Bilingual Placement and Monitoring Center.
PUB DATE- Oct 84
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Achievement Gains; *Bilingual Education; Elementary Secondary Education; Evaluation Methods; *Immigrants; Language Proficiency; *Limited English Speaking; Mathematics Achievement; Program Evaluation; Program Implementation; *Pupil Personnel Services; Reading Achievement; *Student Placement; Test Results
IDENTIFIERS- Lancaster School District PA

In 1981, the Bilingual Placement and Monitoring Instructional Support System (BPMIS) Center in the School District of Lancaster (Pennsylvania) was established. Partially supported by Title VII funds, the Center provides comprehensive services to assure sound educational placement, continuous monitoring, successful transition into all English-medium instructional classes, and effective counseling and support services to limited English proficient (LEP) students (Puerto Rican and Indochinese immigrants) and the instructional staff. The BPMIS Center program was evaluated in terms of the performance objectives for each of the first three years of implementations. Pretests and posttest scores in the Language Assessment Battery and the Iowa Tests of Basic Skills were used to analyze pupil linguistics and academic achievement. Questionnaires and interview schedules were used where qualitative judgements were required. Previous evaluations of the bilingual education program had not produced favorable pupil achievement. Pupils having BPMIS Center treatment showed significant linguistic and academic achievement. When transferred to the all-English program, they achieved reading and mathematics scores at grade and class level. Test scores are summarized in 28 tables. (Author/BS)

ED 262 056 TM 850 531

Crovo, Mary L.; Phillips, Gary W.
Detection of Bias Test Items Using Item Response Theory Models.
PUB DATE- Apr 83
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, Montreal, Quebec, April 11-15, 1983). Appendices contain faint, broken type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Advisory Committees; Criterion Referenced Tests; *Culture Fair Tests; *Item Analysis; *Latent Trait Theory; Minimum Competency Testing; Racial Bias; Secondary Education; Sex Bias; State Programs; Statistical Analysis; Student Certification; *Test Bias; *Test Construction; Testing Programs; Test Items
IDENTIFIERS- Hambleton (Ron K); *Maryland Functional Mathematics Test; *Maryland Functional Reading Test

This paper presents the dual approach to item bias detection employed in the Maryland Functional Testing Program (MFTP). Using instructional objectives mandated by the Maryland State Board of Education, the MFTP develops two levels of the Maryland Functional Reading Test (MFRT) and the Maryland Functional Mathematics Tests (MFMT). These multiple-choice, domain-referenced instruments are used for high school graduation certification (grade 9 version) and for diagnostic purposes (grade 7 version). The item bias detection process involves a 15-member Bias Committee which reviews items prior to field testing and then, one year later, items are reviewed subsequent to field testing accompanied by statistical bias data which uses Hambleton's graphical analysis and replication technique. As indicated by statistical and graphical results, no items on the Level I or Level II MFRT appeared racially or sexually biased. Item review form and graphs showing race bias analysis conclude the document. (BS)

ED 262 057 TM 850 532

Frary, Robert B.; Olson, George H.
Detection of Coaching and Answer Copying on Standardized Tests.
Virginia Polytechnic Inst. and State Univ., Blacksburg.
PUB DATE- Apr 85
NOTE- 9p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, IL, April 1-3, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Cheating; *Cluster Analysis; Elementary Secondary Education; Examiners; Quality Control; Scores; *Standardized Tests; *Test Coaching; *Testing Problems; Test Items; Test Results; Vectors (Mathematics)
IDENTIFIERS- Test Batteries

Information on statistical detection of two different kinds of unethical activity associated with standardized testing is presented. The first is advance presentation of specific test items or excessive coaching using items very similar to those on a test. Cluster analysis is recommended for detection of aberrant vectors of percentages correct on the items of a test across testing units, such as classrooms or schools. The second activity is answer copying among examinees, which may reflect inadequate test administration procedures or outright encouragement of copying. Such activity can be detected by determining for each pair of examinees in a testing room, a statistic reflecting the extent to which their observed answer correspondences depart from expectation. The distribution of these statistics is normal in the absence of extensive copying, but becomes skewed when this phenomenom occurs. Examples of the application of the recommended methodologies in large school districts on the elementary and secondary levels are given. (Author/PN)

ED 262 058 TM 850 533

Archer, Edith L.; Leverette, Harry
Development and Administration of an Employee Competence Test.
PUB DATE- 31 Mar 85
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Competency Based Teacher Education; Educational Objectives; Elementary Secondary Education; Language Tests; Mathematics; *Minimum Competency Testing; *Occupational Tests; Organizational Objectives; Reading Tests; School Districts; *Teacher Evaluation; *Test Construction; Testing Programs; Test Items; Writing Skills
IDENTIFIERS- *Fundamental Academic Skills Test; *Houston Independent School District TX; Pre Professional Skills Test; Rasch Model; Test Specifications

The Functional Academic Skills Tests (FAST) was developed to measure the basic skills of mathematics, reading, and writing in teachers employed by the Houston, Texas, Independent School District. The three content domains were drawn from the Pre-Professional Skills Tests (PPST). These sets of skills, or proficiencies, were amplified by supporting behavioral objectives, which determined specific test content. Item specifications consisting of content limits, distractor limits, and format statements stipulated how the items were to be written. A variety of trained personnel participated in writing and reviewing the items. The item pool was field-tested and equated with items on the PPST. Both tests were administered to 400 people. Based on the item statistics obtained, 80 percent of the tested items were available for the first test administration. In addition, cutting scores were developed which were equated with PPST passing scores. The Rasch model was used to construct the FAST forms and to build the item bank. FAST results are sent to the examinee. Employee remediation programs are available both before and after testing. (Appendices include a sample score report and detailed item specifications for mathematics, reading, and writing proficiencies; supporting objectives; and content limits.) (GDC)

ED 262 059 TM 850 534

Marschark, Marc; Carroll, Elizabeth

Developmental Changes in the Access of Referential and Associative Information by Pictures and Words. Research Bulletin #9.

North Carolina Univ., Greensboro. Dept. of Psychology.
SPONS. AGENCY- National Inst. of Neurological and Communicative Disorders and Stroke (NIH), Bethesda, Md.
PUB DATE- Jul 84
NOTE- 35p.
GRANT- 1-R0120064-01
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Achievement Tests; *Age Differences; *Association (Psychology); Cognitive Development; Cognitive Style; Elementary Education; *Encoding (Psychology); Higher Education; Imagination; *Pictorial Stimuli; Reaction Time; Recall (Psychology); *Test Format; *Verbal Stimuli; Visualization; Word Recognition
IDENTIFIERS- *Referential Communication

Three experiments examined referential and associative linkages in memory as a function of stimulus and response material formats. Second grade, sixth grade, and university students were the subjects. In Experiment 1, subjects pointed to either the picture or printed name of a stimulus corresponding to the name or picture, respectively, pointed to by the experimenter. In Experiment 2, the same subjects pointed to pictures or words uniquely identified by a verbal description read by the experimenter. Examination of the response times from these two experiments revealed that while referential links between picture and word representations of a concept become symmetrical by adulthood, associative links maintain a picture-response superiority. The latter finding was also obtained in Experiment 3, in which subjects pointed to picture or word response items in the same superordinate category as stimuli pointed to by the experimenter. (Implications for the development of verbal-to-imaginal and imaginal-to-verbal transformation abilities are discussed). (Author/GDC)

ED 262 060 TM 850 535

Reckase, Mark D.
The Difficulty of Test Items That Measure More than One Ability.
American Coll. Testing Program, Iowa City, Iowa.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
PUB DATE- Apr 85
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
CONTRACT- N00014-81-K0817
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Ability Identification; College Entrance Examinations; College Mathematics; *Difficulty Level; Estimation (Mathematics); Higher Education; *Item Analysis; *Latent Trait Theory; Mathematical Models; Statistical Studies; Testing Problems; *Test Items; Test Validity
IDENTIFIERS- American College Testing Program; *Multidimensional Item Difficulty; *Two Parameter Model

Multidimensional item difficulty (MID) is proposed as a means of describing test items which measure more than one ability. With mathematical story problems, for instance, both mathematical and verbal skills are required to obtain a correct answer. The proposed measure of MID is based upon three general assumptions: (1) the probability of answering an item correctly increases monotonically with an increase in each dimension being measured; (2) it is desirable to locate an item at a single point in a multidimensional space; and (3) the best point to use in defining the MID for an item in the multidimensional space is the point where the item is most discriminating and provides the most information about the person being measured. To demonstrate the procedure, the multidimensional extension of the two-parameter logistic (M2PL) model has been selected. M2PL parameter estimates are computed using item response data from a sample of 1,000 students who took the ACT Assessment Mathematics Usage Test. As a basis for comparison, a traditional item analysis and a three-parameter logistic calibration using LOGIST are performed on the same data set. It is concluded that the results are readily interpreted. (GDC)

ED 262 061 TM 850 536

Thomas, John W.
Dimensions of Autonomous Learning: A Framework for Investigating Attribute-Treatment Interactions in Unsupervised Settings.
PUB DATE- Apr 85
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Age Differences; *Aptitude Treatment Interaction; Classification; Cognitive Style; Course Content; *Independent Study; Learning Activities; Learning Strategies; *Learning Theories; *Research Design; Secondary Education; Student Characteristics; *Study Skills
IDENTIFIERS- California Psychological Inventory; Comprehensive Tests of Basic Skills; Michigan State Self Concept of Abilities Scale; Scholastic Aptitude Test

Self-directed, or independent study activities were studied in adolescents, as well as their antecedents and consequences. The interrelationships, across age and grade, of several variables were described; i.e.: course requirements and conditions, student characteristics, study activities, and school achievement. First, autonomous learning contexts and activities were described and classsified. Models for studying aptitude-treatment-interaction and grade-level effects were also developed. Autonomous learning activities were categorized in two ways: (1) cognitive transformational activities concerned with manipulating the material to some end related to learning; and (2) task-oriented or information-processing-oriented cognitive activities. The following self-management activities were also studied: effort management, time management and behavioral monitoring. Five studying contexts were associated with certain autonomous learning activities. It was hypothesized that academic achievement depends on learning activities and self-management, and that the strength and nature of this relationship depends on course requirements and student characteristics. Also, as the grade level increases, so do demands on students' cognitive transformational and self-management activities. Autonomous learning activities increasingly account for achievement variance. (GDC)

ED 262 062 TM 850 537

Phillips, Gary W.; Huynh, Huynh
Distributional Projections: A Practical Application of the Rasch Model.
PUB DATE- Apr 85
NOTE- 12p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, IL, April 1-4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Achievement Tests; Elementary Secondary Education; Item Analysis; Item Banks; *Latent Trait Theory; Multiple Choice Tests; Predictive Measurement; Raw Scores; Scores; *Statistical Distributions; *Test Construction; *Test Format; Test Reliability
IDENTIFIERS- *Rasch Model

A procedure which may be used to project the frequency distribution of one test onto that of another test is described and illustrated. The procedure is useful when a test developer wishes to construct an alternate form with preferred distributional characteristics. For example, the test developer may wish to construct a new test form with a completely different set of items but which yield comparable measures of central tendency, dispersion, skewness and kurtosis, reliability (KR-20, KR-21, Kappa), norms, pass-fail rates, etc. Rather than constructing alternate parallel tests, the test developer may wish to construct alternate forms which are substantially easier or harder. The procedure is also applicable in that situation. The technique assumes that items on both tests have been previously calibrated and equated with the one-parameter Rasch model. The three-parameter logistic model may also be used when number-right rather than pattern scoring is used. A basic skills multiple choice test consisting of 21 items or 32 items provides the illustration. (Author/GDC)

ED 262 063   TM 850 538

Jolly, S. Jean; And Others

The Effect of Test Speededness and Random Guessing on the Validity of Reading Comprehension Scores.

PUB DATE- Apr 85
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Achievement Tests; Elementary Secondary Education; *Guessing (Tests); Item Analysis; *Reading Comprehension; Reading Rate; *Reading Tests; Testing Problems; *Test Length; Test Results; *Test Validity; *Timed Tests
IDENTIFIERS- Palm Beach County Schools FL; *Stanford Achievement Tests

Scores from the Stanford Achievement Tests administered to 50,000 students in Palm Beach County, Florida, were studied in order to determine whether the speeded nature of the reading comprehension subtest was related to inconsistencies in the score profiles. Specifically, the probable effect of random guessing was examined. Reading scores were considerably higher or lower than corresponding scores on other subtests, especially in grades 4-7. Item analyses were performed on classroom, school, and district-level test results. Examination of completion rates suggested that deviant reading comprehension performance (as compared to other subtests) was related to unusually high or low completion rates. Further analyses indicated that the students who finished the most reading items were not the highest achievers on the other tests. Apparently the speededness of the reading test encouraged random guessing. Norms were made available for the first 40 items of the reading test, thus reducing it from 60 items to 40. Scores on the 40-item test correlated more positively with the other subtests. Moreover, correlations between completion rate and performance on the other subtests were weak. The shorter test resolved the problems associated with the longer test. (GDC)

DOCUMENT RESUME

ED 262 064 TM 850 539

Shermis, Mark D.
The Effects of Questionnaire Modification on Response Rates: A Field Experiment.
Pittsburgh Univ., Pa.
PUB DATE- Apr 85
NOTE- 81p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Data Collection; *Field Studies; *Followup Studies; *Questioning Techniques; *Questionnaires; *Research Methodology; School Surveys; Secondary Education; Vocational Education
IDENTIFIERS- Mail Surveys; Michigan State Department of Education; *Response Rates (Questionnaires); Telephone Surveys

The Michigan Department of Education conducts an annual follow-up survey to determine the employment and continuing educational status of students who have graduated or withdrawn from its secondary vocational education programs. This standard survey form was modified by presenting a range of values and increasing the question length to improve the rate and the quality of the data collected. Six participating districts were randomly assigned to data collection (mail, phone, or mixed) and were then randomly half-sampled. The overall response rate for both the modified mail and phone format was significantly higher than for either of the standard formats. The lack of a screening question for employment confounds whatever effects the format modifications might have made. The results indicate no pronounced pattern in the mailed item response rates. Further, it is only if the phone interviewers react positively to the form that one might expect to see improvement in overall response rates for the modified phone group. However, no systematic measures of interviewer attitudes towards the standard or modified forms were attempted. The appendices include the standard and modified forms for both the mailed questionnaire and the phone interview. (PN)

ED 262 065 TM 850 540

Rachal, Janella; Hoffman, Lee McGraw

The Effects of Remediation and Retention upon Basic Skills Performance among Elementary Students Participating in a State Basics Skills Test Program.

Louisiana State Dept. of Education, Baton Rouge. Office of Research and Development.

PUB DATE- Apr 85

NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Basic Skills; Elementary Education; Grade Repetition; *Longitudinal Studies; *Minimum Competency Testing; *Program Effectiveness; *Remedial Programs; State Programs; Testing Programs; *Test Results

IDENTIFIERS- Louisiana State Department of Public Education

In the Louisiana Basic Skills Testing (BST) program, initiated in 1982, criterion-referenced tests of language arts and mathematics were administered to all second grade students. Longitudinal data over three years tracked four cohorts of students to address when retention appears to be most effective and whether a combination of repeated classroom instruction and remedial services can correct such deficiencies. The issue of relative effects of early or later retention was addressed by comparing the performance of promoted-then-retained and retained-then-promoted students using the Statistical Analysis System general linear models procedure to compare 1984 grade 3 performance of the two groups with initial 1982 grade 2 performance differences controlled. The issues of promotion and then mastery of subsequent grade level skills, as well as the prevention of later academic difficulties were addressed by computing the numbers and percents of students meeting the performance standards of the BST and the mean BST scores of promoted and then retained group of students. The results indicate that a combination of remedial instruction and a repeated year of classroom instruction appears adequate for correcting skill deficiencies among the majority of students. (PN)

ED 262 066 TM 850 541

Fairbank, Benjamin A., Jr.
Equipercentile Test Equating: The Effects of Presmoothing and Postsmoothing on the Magnitude of Sample-Dependent Errors.
Performance Metrics, Inc., San Antonio, TX.
SPONS. AGENCY- Air Force Human Resources Lab., Brooks AFB, Tex. Manpower and Personnel Div.
REPORT NO.- AFHRL-TR-84-64
PUB DATE- Apr 85
NOTE- 168p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Equated Scores; Equations (Mathematics); *Error of Measurement; Psychometrics; *Regression (Statistics); *Sampling; Simulation; Statistical Analysis
IDENTIFIERS- *Armed Services Vocational Aptitude Battery; *Equipercentile Equating; Hypergeometric Distribution; Jackknifing Technique

The effectiveness of 19 methods of smoothing was investigated as those methods apply to the equipercentile method of test equating. Seven methods involved smoothing the score distribution before the tests were equated (presmoothing). Seven involved smoothing the resultant points after the equating (postsmoothing). Five methods involved combining presmoothers and postsmoothers. The results of smoothing were evaluated by comparing smoothed and unsmoothed equatings with large sample equating or other criterion equatings. The data that were used include the results of test simulations and results of administrations of military selection tests. Measure of average absolute deviation, average signed deviation, and root mean square deviation were calculated. Jackknifing was also used to estimate standard errors of equatings. The nonlinear presmoothers were less effective than a presmoother based on negative hypergeometric distribution. Among the postsmoothers, the most promising was a technique using cubic smoothing splines. Combining presmoothers and postsmoothers was not notably more effective than either smoother alone. It is suggested that the family of smoothing functions based on the negative hypergeometric be more fully investigated. (Author)

ED 262 067 TM 850 543

Wainer, Howard; Thissen, David
Estimating Ability with the Wrong Model.
Educational Testing Service, Princeton, N.J.
SPONS. AGENCY- Air Force Human Resources Lab., Brooks AFB, Tex.
  Manpower and Personnel Div.
REPORT NO.- AFHRL-TR-84-45
PUB DATE- Apr 85
NOTE- 80p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adaptive Testing; Adults; Computer Assisted Testing;
  Error of Measurement; *Estimation (Mathematics); *Latent Trait
  Theory; *Mathematical Models; *Predictive Measurement; Simulation
IDENTIFIERS- *Armed Services Vocational Aptitude Battery;
  *Robustness; Three Parameter Model

Using simulated item response data, the performance of several "robust" and conventional schemes for ability estimation was evaluated in conjunction with logistic item response theory models (one, two, and three parameter models). The simulated item response data were generated using a model that is more complex than are the usual logistic models; therefore, all three models were fundamentally (and realistically) "wrong." Consideration was given to estimation with a few responses (four) and with large numbers (20 and 40). With few item responses, the relative "wrongness" of the model had little effect, whereas the choice of estimator had more serious consequences. With many items, the choice of item response model made more difference than did the choice of estimator. Implications of these findings for computerized adaptive testing are discussed. (Author)

ED 262 068 TM 850 544

Howes, Anthony C.
Evaluating the Validity of Chapter 1 Data: Taking a Closer Look.
PUB DATE- Apr 85
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Check Lists; Data Collection; Elementary Education; *Evaluation Methods; *Program Evaluation; *Quality Control; *Standardized Tests; *State Departments of Education; State Programs; Technical Assistance; Testing Problems; Test Norms
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; Oklahoma State Department of Education; Technical Assistance Centers

At the request of the Oklahoma Department of Education, the Technical Assistance Center 3 West conducted a statewide review of local Chapter 1 evaluation data to provide possible explanations for the unusual standardized test score gains or losses reported by a number of local school districts. During the two months of quality control visits, 35 districts were interviewed. A checklist, which is appended, was designed to record the different types of quality control errors that were found in each district. The six most frequently occurring errors are described: (1) use of outdated tests; (2) students tested outside norm dates; (3) students tested at non-equivalent periods of time; (4) incorrect norm tables used; (5) greater than 25% rate of chance-level scores; and (6) use of improper out-of-level testing procedures. The implications of and suggestions for overcoming the detected errors are presented. As a result of this study, policy changes were implemented at the State Education Agency level which altered testing practices, data collection, and aggregation procedures throughout the state. (PN)

ED 262 069 TM 850 546

An Update on the Alaska Statewide Testing Program. Assessment Reports 8-10.

Alaska State Dept. of Education, Juneau, Office of Education, Assessment and Research.

PUB DATE- 85

NOTE- 30p.; For Assessment Report 1-7, see ED 242 736.

AVAILABLE FROM- Alaska Assessment Materials, Interwest Applied Research, P.O. Box 8189, Portland, OR 97207.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Elementary Education; *Evaluation Methods; Grade 4; Grade 8; *Mathematics Skills; *Reading Skills; *Standardized Tests; *State Programs; Test Construction; *Testing Programs; Test Interpretation; Test Results; Test Wiseness

IDENTIFIERS- *Alaska Statewide Assessment Test Program

The Alaska Statewide Assessment Test (ASAT) in reading and math is administered to fourth and eighth graders every two years. This document contains three separate assessment reports generally titled "An Update on the Alaska Statewide Testing Program." Assessment Report 8, "The Interpretive Panels Look at Results," lists student strengths and weaknesses on the 1983 ASAT based on a review of the test content by 70 educators from throughout the state who were nominated by their districts to serve as interpretive panel members. Assessment Report 9, "What Alaska Students Should Learn: Perspectives from Those Who Teach Them," compares results from the fourth statewide assessment (1983) with curricular emphases recommended by the Alaska Council of Teachers of Mathematics and the Alaska State Reading Association. Assessment Report 10, "Better Assessment Scores are Possible. A Test Author Tells How...," discusses the preparation for the March 1985 ASAT, steps to improve students' scores, previously assessed reading and math weaknesses (1983), and questions and answers regarding assessment policy. (PN)

ED 262 070 TM 850 547

Mann, Gloria T.

The Piers-Harris Children's Self-Concept Scale: Is It Really Suitable for Use with Children at the Third Grade Level?

SPONS. AGENCY- Fairleigh Dickinson Univ., Rutherford, N.J.
PUB DATE- Feb 84
NOTE- 70p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (7th, West Palm Beach, Florida, February 9-11, 1984).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; *Grade 3; *Reading Achievement; Reading Comprehension; Self Concept; *Self Concept Measures; Test Items; *Test Reliability; *Test Validity; Young Children
*IDENTIFIERS- *Piers Harris Childrens Self Concept Scale*

This study investigated the merit of using the Piers-Harris Children's Self-Concept Scale (P-HCSCS) for the purpose for which it was designed. The study originally planned to obtain information on the relationship of self-concept to reading achievement. Initial findings demonstrated an inconsistency in attitude in 59 of the 64 participating third graders by their contradictory responses to certain P-HCSCS items which the investigator considered to be interrelated. Eighteen of the original 64 participants were tested further by meeting individually with the examiner for four thirty minute sessions. P-HCSCS statements were read aloud and the testee was asked to explain the meaning of each statement. Based on Comprehensive Test of Basic Skills results, student abilities ranged from superior to below average, but all were reading at grade level or better. Findings indicated that 43 of the 80 P-HCSCS statements were misinterpreted as evidenced by the students' oral reponses. Based on all the findings the investigator questioned the advisability of using the P-HCSCS with children reading at the third grade level. Appended tables contain the P-HCSCS statements and responses which demonstrated inconsistencies in the initial study and student oral responses interpreting P-HCSCS statements considered incorrect by the examiner. (BS)

ED 262 071 TM 850 548

Skaggs, Gary; Lissitz, Robert W.
An Exploration of the Robustness of Four Test Equating Models.
PUB DATE- Apr 85
NOTE- 47p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985). Small print in tables 1-3.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Computer Simulation; *Equated Scores; *Error of Measurement; *Goodness of Fit; Latent Trait Theory; *Mathematical Models; Scaling; Standardized Tests; Statistical Analysis; Statistical Studies
IDENTIFIERS- Equipercentile Equating; Linear Models; Rasch Model; Robustness; Three Parameter Model

This study examined how four commonly used test equating procedures (linear, equipercentile, Rasch Model, and three-parameter) would respond to situations in which the properties or the two tests being equated were different. Data for two tests plus an external anchor test were generated from a three parameter model in which mean test differences in difficulty, discrimination, and lower asymptote were manipulated. In each case two data sets were generated consisting of responses of 2,000 examinees to a 35 item test plus 15 item anchor test. Each test equating case was comprised of 4,000 examinees and 85 items. The robustness with respect to violations of assumptions was tested for the linear and Rasch equating methods. For equipercentile equating, the results showed how the method responded to various conditions for the three-parameter model, the study primarily tested LOGIST's simultaneous estimation procedure. Results indicated that equipercentile equating was very stable across the cases studied. Linear and Rasch model equating were very sensitive to violations of their models' assumptions. Results for the three-parameter model were disappointing. Paying close attention to test item properties was advised when selecting an equating method. (BS)

ED 262 072 TM 850 549

Langer, Philip; And Others

Feedback and the Reconstruction of Meaning.

PUB DATE- Apr 85
NOTE- 18p.; Paper presented at the Annual Meeting of the Rocky Mountain Psychological Association (Tucson, Arizona, April 24-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Processes; Cognitive Style; *Feedback; Higher Education; Knowledge Level; Language Processing; Learning Processes; *Recall (Psychology); *Recognition (Psychology); Responses; Schemata (Cognition)

This investigation of the impact of feedback upon scrambled discourse was intended to show the effects of idiosyncratic processing and to provide a more sensitive indicator of feedback usefulness. Learner schemata, text organization, and feedback strategies interact in processing discourse, although past research has favored limited models concerning text processing. Previously, the level of achievement was assumed to be enhanced by a high degree of concordance between learner outcomes and outcomes endorsed by the text author. This study assumes conceptual congruence is achieved by arriving at a sentence sequence close to that of the original order. Subjects were 54 undergraduate students who were presented with a set of randomly ordered cards, each containing a single sentence describing a part of the development of the first atomic bomb. Cards were to be rearranged according to meaning, and subjects given feedback could use five tokens to request information on correct placement of a sentence. A control group read the scrambled sentences twice without demands for reconstruction and took a follow-up test immediately. The experiment led to the conclusion that feedback is used in an idiosyncratic manner, depending on the strategies available to the learner, as well as the knowledge base. (LMO)

ED 262 073 TM 850 550

Thompson, Bruce
Heuristics for Teaching Multivariate General Linear Model Techniques.
PUB DATE- 1 Apr 85
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Covariance; *Analysis of Variance; Comparative Analysis; *Correlation; Educational Research; Mathematical Models; *Multivariate Analysis; *Research Design; Research Problems; *Statistical Analysis; Statistical Significance; Statistical Studies
IDENTIFIERS- Linear Models

Hypothetical data sets are used to demonstrate how canonical correlation methods subsume other commonly utilized parametric methods. Analysis of variance, analysis of covariance, multiple analysis of variance, and multiple analysis of covariance are heavily used by educational researchers. It is concluded that researchers would do well to consider using general linear model (GLM) techniques as opposed to analysis of variance and its analogs. GLM and analysis of variance are equivalent when the ways in an analysis of variance design each have exactly two levels. In other cases, the GLM analytic approach yields more specific information regarding effects, and greater power against Type II error, because the comparisons are planned a priori rather than post hoc. Multivariate canonical correlation methods are superior to univariate techniques in providing important information on the interrelationships among variables. Furthermore, multiple univariate procedures tend to inflate the probability of a Type I error. (GDC)

ED 262 074 TM 850 551

Baggett, Patricia; Ehrenfeucht, Andrzej
Conceptualizing in Assembly Tasks. Technical Report No. 139.
Colorado Univ., Boulder. Inst. of Cognitive Science.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
PUB DATE- Apr 85
NOTE- 44p.
CONTRACT- N00014-78-C-0433; N00014-84-C-0112; N00014-85-K-0060; NR157-422; NR667-533; NR702-001
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Assembly (Manufacturing); Cluster Analysis; *Cognitive Style; *Concept Formation; Higher Education; *Instructional Design; Memory; *Methods Research; Performance Factors; Sequential Approach; Structural Elements (Construction)

This paper gives a method to determine a person's hypothetical conceptualization of an object -- its breakdown into subassemblies, subsubassemblies, and so on -- from the person's sequence of requests for pieces used in constructing it. A technique is given to determine whether, given a group of conceptualizations, there is a typical one. The hypothesis that assembly instructions presenting a typical conceptualization will yield better structural and functional performance than those presenting a minority one is supported experimentally. Conceptualizations are derived from objects built from memory (and incorrectly) by people who first studied typical or minority instructions. A new distance measure determines how far these conceptualizations are from those presented in the instructions. People studying typical instructions yield typical conceptualizations, and importantly, people studying minority instructions also yield typical conceptualizations, although they are significantly less typical than those from typical instructions. From the theoretical construct of conceptualizations and the methods of measuring them a practical principle, and a way to implement it, are found. The principle:

When a single set of procedural instructions is designed, it should present the conceptualization that the majority of people to be instructed by it bring to the situation naturally. (Author)

ED 262 075 TM 850 552

Hannay, Lynne M.; Stevens, Kelline W.
Doing Collaborative Research.
PUB DATE- Jan 85
NOTE- 22p.; Paper presented at the Meadow Brook Symposium on Collaborative Action Research in Education (Rochester, MI, January, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Role; Case Studies; Classroom Research; Data Collection; *Educational Cooperation; Educational Research; *Educational Researchers; Elementary Education; Higher Education; Leadership; *Participant Observation; *Principals; Research Design; *Research Methodology
IDENTIFIERS- *Collaborative Research

A collaborative approach to educational research was used by an elementary school principal and a university researcher. The principal's daily activities were studied, as was the relationship of the roles she performed to instructional leadership. Data were collected mainly from participant observation and field notes. The principal performed six roles: personal confidante; procurator; problem solver; building organizer; monitor; and district liason. The managerial role affected instruction and curriculum indirectly through school climate. The project was successful because both participants considered themselves as equal co-investigators and agreed on objectives, data collection methods, and who performed the research. Both individuals also possessed the necessary skills to accomplish the project. As for the collaborative method, four concerns were discovered: (1) confidentiality of interviewees and observers when both researchers share data; (2) reactivity-bias in actions based on awareness of the research; (3) differing roles and responsibilities; and (4) participants isolation when the research is completed. (GDC)

ED 262 076 TM 850 553

Phillips, Gary W.; Grodsky, Milton
Testing Piaget's Theory of Probability Concept Development: A Bayesian Approach Using the Theory of Signal Detection.
PUB DATE- Apr 85
NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Age Differences; Bayesian Statistics; Cognitive Development; *Cognitive Measurement; Concept Formation; *Decision Making; Elementary Education; Females; Higher Education; Mathematical Models; *Nonverbal Tests; Preschool Education; *Probability
IDENTIFIERS- Peabody Picture Vocabulary Test; Piagetian Theory; *Signal Detection Theory

The decision making processes of children in a probabilistic environment were studied within the context of the theory of signal detection (TSD). The relationship between the age of the child and his ability to revise decision criteria was examined, as well as the appropriateness of TSD measures and methodology with children. It was hypothesized that the decision criteria of older children would be more optimal than the younger children. Twenty-four females with normal I.Q.'s at three age levels (kindergarten, elementary school, and college) were administered a visual signal detection task. The prior probability of the signal was manipulated for half the subjects, and the value of the signal was manipulated for the other half. The results did not support the experimental hypothesis, since there was no age difference in decision criteria change. In addition, the results indicated that children as young as 4 to 5 years of age did operate according to TSD given the conditions of the model. Therefore, the TSD paradigm is appropriate for studying probabilistic thinking in children. (Author/GDC)

ED 262 077 TM 850 554

Boyd, Thomas A.; Tramontana, Michael G.
WISC-R Short Forms: Long on Problems.
PUB DATE- Aug 84
NOTE- 29p.; Paper presented at the Annual Meeting of the American Psychological Association (92nd, Toronto, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Children; Correlation; Elementary Secondary Education; *Equated Scores; Intelligence Quotient; *Intelligence Tests; Item Sampling; *Mental Disorders; Psychiatric Hospitals; Statistical Significance; Test Construction; Testing Problems; Test Items; *Test Length; *Test Validity
IDENTIFIERS- *Wechsler Intelligence Scale for Children (Revised); *Wechsler Intelligence Scales Short Forms

To examine the validity of short forms of the Wechsler Intelligence Scale for Children-Revised (WISC-R), the WISC-R was first administered to 106 hospitalized psychiatric patients, aged 8-16. No subjects had a primary diagnosis of mental retardation or learning disability, and one-third were receiving psychotropic medication. WISC-R IQ scores ranged from 70 to 133 (mean of 93.76). The WISC-R was administered during the first month of hospitalization. To obtain short form WISC-R scores, Hobby's Split Half Short Form procedure was used. Scoring was modified for all subtests except Digit Span, Coding, and Mazes, usually resulting in a 40-45% shorter test. Both subtest and IQ scores were obtained. Correlations between long form and short form scores on subtests ranged from .76 to .92. Correlations between long and short form results on derived verbal, performance, and full scale IQs were .96 to .98. However, in all instances the mean value yielded by the short form was higher than the corresponding long form result. Differences were statistically significant for four of the nine subtests. Routine use of the short form was not recommended, because of the relatively high rates of classification error, extreme score deviation, and profile dissimilarity. (GDC)

ED 262 078 TM 850 557

Woodward, Arthur
Evaluating the Evaluators: A Study of the Evaluators and Evaluations of Educational Software.
PUB DATE- Apr 85
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Computer Assisted Instruction; *Courseware; Elementary Secondary Education; English Instruction; Evaluation Criteria; Evaluation Methods; Evaluators; *Instructional Material Evaluation; *Interrater Reliability; *Language Arts; Media Selection; *Reading Instruction
IDENTIFIERS- Evaluation Problems; Meta Evaluation

Reviews of 2,554 educational software programs by thirty reviewing sources were examined to compare the tendency of different review sources to give generally positive, negative, or neutral ratings. The reliability of language arts and reading software reviews was studied. Thirty-eight percent of the software programs were reviewed by two or more sources. In order to assess the extent to which certain review sources tended to rate the same software positively, negatively, or neutrally compared to other review sources, a probability analysis was undertaken. Results indicated that the review sources failed to agree on the ratings they assigned to software; that certain sources tended to rate all programs positively despite neutral or negative ratings from other sources; and that there was quite a difference between sources that evaluate software using uniform instruments and those that relied on reviews authorized by individuals. In conclusion, it is suggested that educators and parents seek out several reviews of programs they are considering purchasing, one of which should be a systematic review source such as MicroSIFT or EPIE Institute. Preview of the software is also recommended. (GDC)

DOCUMENT RESUME

ED 262 079 TM 850 560

Cason, Gerald J.; Cason, Carolyn L.
A Regression Solution to Cason and Cason's Model of Clinical Performance Rating: Easier, Cheaper, Faster.

PUB DATE- 85
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Clinical Experience; Computers; Efficiency; *Estimation (Mathematics); Goodness of Fit; Higher Education; *Interrater Reliability; Mathematical Models; *Medical Students; *Regression (Statistics); Statistical Studies; *Student Evaluation; Validity

A more familiar and efficient method for estimating the parameters of Cason and Cason's model was examined. Using a two-step analysis based on linear regression, rather than the direct search interative procedure, gave about equally good results while providing a 33 to 1 computer processing time advantage, across 14 cohorts of junior medical students rated by residents and attending physicians in a medicine clerkship. First, regression analysis of z-transformed ratings produced regression weights (b's) associated with each rater and subject. Then, the unit vector and person b's were converted into inter-person distances, then person locations on the underlying stringency and ability scale. Essentially equally good fit with the data was achieved by the new method in 12 of the 14 data sets. In the other two, fit was still quite good. Correlation between parameter values estimated by the two methods was very high in groups where equal fit was achieved. In the other two, moderately high correlations were observed. The new method provided equally good improvement in reliability and convergent validity of adjusted scores. The improved economy and ease of application of the new method further expanded the advantages of using the Casons' model to statistically control rater bias. (Author/GDC)

ED 262 080 TM 850 561

Medlin, Richard G.
Rehearsal and Interitem Associations.
PUB DATE- Mar 85
NOTE- 12p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (Atlanta, GA, March 27-30, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Associative Learning; Cognitive Development; Cues; *Learning Strategies; *Memorization; Recall (Psychology); Word Recognition
IDENTIFIERS- *Rehearsal (Memory)

The developmental memory research with children indicates that highly variable rehearsal leads to better overall recall and that the strength of interitem associations may play some role in improving recall. This paper reports on two experiments to investigate the interplay between the number and strength of interitem associations, and how each is affected by rehearsal. The first experiment, with 64 adult subjects divided into four groups, used related and unrelated words and high and low rehearsal variability. Results indicated that subjects recalled more words if they had either related items or high-variability rehearsal, but that having both offered no further advantage. In the second experiment, all the items were unrelated and the subjects had four study-test trials rather than one. Additionally there were three different types of high-variability, read-aloud rehearsals, each with three items in the rehearsal set. Analysis of variance indicated no significant effect of rehearsal type or recall. These experiments suggest that variable rehearsal's value for this type of memory task lies in its ability to establish large numbers of interitem associations which serve as multiple cues for recall. Continued rehearsal does not increase the strength of established associations. (BS)

ED 262 081 TM 850 562

Wolfle, Lee M.; Ethington, Corinna A.
Robustness of Regression Estimates for Ordered Dichotomous Variables.
PUB DATE- Mar 85
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Correlation; Estimation (Mathematics); Matrices; *Multiple Regression Analysis; Simulation; Statistical Studies; *Validity
IDENTIFIERS- Dichotomous Variables; *Pearson Product Moment Correlation; Polyserial Correlation; *Robustness; Tetrachoric Correlation

The purpose of this paper is to examine the validity of regression estimates when skewed dichotomous scales are used as independent variables. When Pearson product-moment correlations are used to measure zero-order associations involving dichotomous variables, the resulting coefficients underestimate the true associations. As a result, using product-moment correlations involving dichotomous variables in regression equations apparently yields biased partial regression estimates. The analysis reported here was based on fifty sets of simulated data with 500 cases and four independent variables in each set. We found that tetrachoric and polyserial correlations for associations involving dichotomized variables yield more accurate estimates of the regression coefficients based on the underlying continuous data than did product-moment correlations for the same dichotomous variables. (Author)

ED 262 082 TM 850 563

Nafziger, Dean; And Others

San Diego City Schools Research Cooperative: A Marriage of Schools' Practitioners, Researchers, and Community Members.

PUB DATE- 3 Apr 85
NOTE- 33p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, IL, April 1-3, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Improvement; *Educational Needs; *Educational Research; Elementary Secondary Education; Research and Development; *Research and Development Centers; *Research Committees; Research Utilization; School Districts
IDENTIFIERS- *San Diego City Schools Research Cooperative; San Diego Unified School District CA

The San Diego City Schools Research Cooperative is an attempt to integrate the work of practitioners, researchers, and community members to meet the individual needs of each group while providing programmatic, practical research findings to district officials. This paper discusses issues pertaining to the development of a research cooperative: the individual needs of research cooperative participants, and the risks and benefits involved in establishing a cooperative relationship between practitioners, researchers, and community members. Further, this paper provides background information that offers assistance to other districts interested in pursuing this idea. Appended examples of documents presently occurring in the development of San Diego's research cooperative include: "Formation of a Research Cooperative" outlining the proposed structure of the research cooperative and "Research Agenda from the Task Force on the Achievement of Hispanic Students" describing a working draft produced by cooperative members. Although the results are not in yet, the initial developmental stages of the San Diego City Schools Research Cooperative have been positive and encouraging (PN)

ED 262 083 TM 850 564

Johnson, Martin A.; And Others
Self-Monitoring: A Comparison of Snyder, and Lennox and Wolfe Scales.
PUB DATE- 84
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Rating Scales; Higher Education; Individual Differences; *Multidimensional Scaling; Role Perception; *Self Concept Measures; Self Esteem; Self Evaluation (Individuals); *Test Reliability; *Test Validity
IDENTIFIERS- Self Monitoring; *Self Monitoring Scales (Snyder); Test Retest Reliability

This research compares the Snyder (1974) and Lennox and Wolfe (1982) self-monitoring scales. The data indicate that the Snyder scale is multidimensional. The factors of the Snyder scale correlate dissimilarly with important characteristics of self-monitors. Only the other-directedness factor is significantly related to behavioral cross situational variability. Unexpectedly, high self-monitors are not more accurate in their perception of social information. The factors of the scale correlate dissimilarly with self-esteem, inner-other directedness, social desirability, and performance styles P, R, and C. The Lennox and Wolfe scales show better psychometric properties. They have much higher levels of reliability. The three factors are relatively independent and show a more consistent pattern of relationships with related variables. High scorers on all scales are found to possess characteristics different than would be predicted from Snyder's construct. The findings raise questions as to the validity of self-monitoring as presently conceptualized. (Author)

ED 262 084 TM 850 565

Phillips, Gary W.
Statistical Equating of Direct Writing Assessment.
PUB DATE- 85
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Equated Scores; Equations (Mathematics); *Error of Measurement; *Essay Tests; Field Tests; Holistic Evaluation; *Statistical Analysis; *Writing Evaluation
IDENTIFIERS- Linear Equating Method; *Maryland Functional Writing Test; *Rasch Model

This paper provides empirical data on two approaches to statistically equate scores derived from the direct assessment of writing. These methods are linear equating and equating based on the general polychotomous form of the Rasch model. Data from the Maryland Functional Writing Test are used to equate scores obtained from two prompts given in 1984 to the scores obtained from two different prompts administered in 1983. Two 1983 writing prompts were administered to 351 examinees, while two 1984 prompts were administered to 347 examinees. The results suggest two conclusions: (1) the effects of statistical equating depends in part on where within the score range the passing score happens to be; and (2) different results are obtained with different equating methodologies. It is recommended that the equating of direct writing assessments be accomplished with the general polychotomous form of the Rasch model. All the advantages of the Rasch model for multiple choice tests, potentially, may be realized in direct writing assessment. (PN)

ED 262 085 TM 850 566

Cope, Ronald T.
Use versus Nonuse of Repeater Examinees in Common Item Linear Equating with Nonrandom Groups.
PUB DATE- Jun 85
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association, 69th, Chicago, IL, March 30-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Certification; *Equated Scores; Measurement Techniques; Postsecondary Education; Professional Continuing Education; *Statistical Analysis; *Testing Problems; *Testing Programs
IDENTIFIERS- Anchor Test Study; *Linear Equating Method; *Repeated Testing

This study considers the use of repeaters when test equating. The subjects consist of five groups of applicants to a professional certification program. Each group comprises first time examinees and repeaters. The procedures include a common item linear equating with nonrandom groups, use of equating chains, and the use of total examinee group versus first-timers only. The failure of the results to show uniformly and substantially more accurate equating under use of only first-time (nonrepeater) examinees casts doubt upon the practice of routinely excluding repeater examinees in deriving equating functions for this testing program. The overall pattern of results does appear to favor slightly the use of first-timers. But the relative accuracy of equating with first-timers versus total group also appears to depend partly on the specific equating method (Tucker Equally Reliable versus Levine Equally Reliable). Further research is needed to determine whether eliminating larger proportions of repeaters produces differences greater than those found. (PN)

ED 262 086 TM 850 567

Wilhite, Stephen C.
The Relationship of Headings, Questions, and Locus of Control to Multiple-Choice Test Performance.
PUB DATE- 84
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Advance Organizers; Cognitive Processes; Cognitive Style; Higher Education; *Learning Strategies; *Locus of Control; *Multiple Choice Tests; Questioning Techniques; Recall (Psychology); Recognition (Psychology); *Retention (Psychology)
IDENTIFIERS- Embedded Characters; Headings

This experiment examined the effects of headings and adjunct questions embedded in expository text on the delayed multiple-choice test performance of college students. Subjects in the headings-present group performed significantly better on the retention test than did the subjects in the headings-absent group. The main effect of adjunct questions was not significant, but there was a significant interaction of locus of control group and adjunct questions. For subjects with an internal locus of control, performance in the questions-present condition exceeded significantly performance in the questions-absent condition; however, adjunct questions did not significantly affect the performance of subjects with an external locus of control. The results support the view that headings may promote the organization of passage information so as to increase its general availability, and the results suggest possible differences in the organizational effects of adjunct questions in readers differing in locus of control. (Author/PN)

ED 262 087 TM 850 568

Student Achievement in New York State, 1983-84.
New York State Education Dept., Albany. Div. of Educational Testing.
PUB DATE- Nov 84
NOTE- 24p.; For the 1982-83 report, see ED 249 282.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Educational Assessment; Elementary Secondary Education; National Programs; *Outcomes of Education; State Departments of Education; *State Programs; *Testing Programs; Test Results
IDENTIFIERS- *New York State Education Department; New York State Pupil Evaluation Program; New York State Regents

Two types of information on the outcomes of education in New York State for the 1983-84 school year are presented. One relates to New York State tests and programs. The second is a by-product of national programs that identify outstanding pupils. During the 1983-84 school year, elementary and secondary school students demonstrated high achievement on all available indicators. The Pupil Evaluation Program results showed improvements in third-grade reading and mathematics and in fifth-grade writing. The percentage of students meeting the Regents Competency Testing requirements for a high school diploma remained high, and the percentage of graduates receiving Regents diplomas increased over the preceding year. New York State students compared favorably with their peers in other states. They led the nation in the Westinghouse Science Talent Search and in participation in the Advanced Placement Program. They performed well in the National Merit Scholarship Competition, and they scored well above the national average on all College Board achievement tests. Their Scholastic Aptitude Test scores improved and remained close to the national average despite the high proportion of seniors tested. (PN)

ED 262 088 TM 850 569

Guskey, Thomas R.; Gates, Sally L.

A Synthesis of Research on Group-Based Mastery Learning Programs.

PUB DATE- 85
NOTE- 66p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Affective Measures; *Effect Size; Elementary Secondary Education; *Group Instruction; Higher Education; *Mastery Learning; *Meta Analysis; *Outcomes of Education; Retention (Psychology)

A synthesis of findings from 38 studies on group-based applications of mastery learning strategies are presented. Meta-analytic procedures were used to combine the results of the studies and to calculate overall estimates of the effects of group-based applications. Results show that such applications yield consistently positive effects on both cognitive and affective student learning outcomes, and several teacher variables. However, variation in the size of the effect across studies is quite large. Effect size was found to vary as a function of the grade level of students, the subject area to which mastery learning is applied, and the duration of the study. Possible explanations for this variation are discussed, along with implications for future directions in the research. Tables, figures, and a 10-page reference list are appended. (Author/PN)

ED 262 089 TM 850 570

Mitchell, Karen J.
Verbal Information Processing Paradigms: A Review of Theory and Methods.
Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
REPORT NO.- TR-648
PUB DATE- Sep 84
NOTE- 35p.
AVAILABLE FROM- U.S. Army Research Inst. for the Behavioral and Social Sciences, ATTN: PERI-POT, 5001 Eisenhower Ave., Alexandria, Virginia 22333-5600.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Armed Forces; *Cognitive Processes; Models; Postsecondary Education; *Predictive Validity; Testing Programs; *Test Theory; *Test Validity; *Verbal Communication; Verbal Tests
IDENTIFIERS- *Armed Services Vocational Aptitude Battery

The purpose of this resarch was to develop a model of verbal information processing for use in subsequent analyses of the construct and predictive validity of the current Department of Defense military selection and classification battery, the Armed Services Vocational Aptitude Battery (ASVAB) 8/9/10. The theory and research methods of selected verbal information processing paradigms are reviewed. Work in factor analytic, information processing, chronometric analysis, componential analysis, and cognitive correlates psychology is discussed. The definition and measurement of cognitive processing operations, stores, and strategies involved in performance on verbal test items and test-like tasks is documented. Portions of the reviewed verbal processing paradigms are synthesized and a general model of text processing is presented. The verbal processing model serves as a conceptual framework for the subsequent identification and assessment of cognitive processing contributions to performance on the verbal subtests of ASVAB 8/9/10. (Author/PRN)

ED 262 090 TM 850 571

Boyd, Herbert F.
The Use of Nonverbal and/or Culture Fair Tests for Assessment of Academic Learning Ability.
PUB DATE- 84
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Ability; *Achievement Tests; *Culture Fair Tests; Elementary Secondary Education; *Nonverbal Tests; Standardized Tests; *Test Construction; *Test Format
IDENTIFIERS- Nonverbal Stimuli

The Non-Verbal Test of Cognitive Skills (NTCS), by Boyd and Johnson, attempts to address the problems of non-verbal and culturally biased testing instruments in three directions: (1) Test items should be developed which cannot be linked to a specific culture or environmental source as previous learning; (2) Assumed language facility should be minimized through non-verbal demonstrations (pantomime); and (3) Items which are capable of holding or getting the attention and interest of non-verbal or language disadvantaged children should be utilized. Designed as a performance puzzle, the test measures potential school learning without using verbal language. Items are completed for a downward extension to year two and an upward extension to age eighteen. In a sample of 849 children in grades K through 6 the correlation of the NTCS with achievement tests (California Test of Basic Skills, Metropolitan Reading Test, Stanford Achievement and Iowa Test of Basic Skills) ranged from .41 to .68. (PN)

ED 262 091 TM 850 572

Jansen, Hans P.

Training Emphasis Task Factor Data: Methods of Analysis.

Air Force Human Resources Lab., Brooks AFB, Tex. Manpower and Personnel Div.

REPORT NO.- AFHRL-TR-84-50

PUB DATE- May 85

NOTE- 26p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Cluster Analysis; Computer Software; Evaluation Methods; *Factor Analysis; *Instructional Development; *Interrater Reliability; *Job Analysis; Measurement Techniques; *Military Training; Needs Assessment; Rating Scales; Sample Size; Skill Analysis

IDENTIFIERS- Air Force; *REXALL (Computer Software)

The Air Force Occupational Measurement Center conducts task-based occupational surveys of Air Force specialties that include supervisor ratings on recommended training emphasis for entry-level airmen. Priorities are input to the Instructional System Development training model, which guides the development and revision of specialty training courses. For 20 percent of specialties, training emphasis ratings have been subject to poor interrater agreement. Data may contain conflicting rating policies within a specialty. To develop a methodology for identifying multiple rating policies in such data, this research investigates: (1) the variation in interrater agreement with respect to sample size; and (2) the multiple rating policy hypothesis via modified REXALL analysis, cluster analysis, and factor analysis. Agreement is found to vary within and across sample sizes, and a minimum of 55 raters is recommended. REXALL analyses are inconclusive with respect to confirming the presence or absence of multiple rating policies. Results indicate that samples of training emphasis ratings are less complex than expected. REXALL analyses are recommended for single ladder specialties; principal components factors analysis with VARIMAX rotation is recommended for multiple factors--extracting one and then multiple factors as appropriate. Interpretation of these results can be enhanced with CODAP auxiliary programs. (LMO)

ED 262 092 TM 850 573

Worthen, Blaine R.
The Unvarnished Truth about Logic-in-Use versus Reconstructed Logic in Educational Inquiry. Draft.
PUB DATE- 3 Apr 85
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Researchers; *Heuristics; Inquiry; *Research Design; *Research Methodology; Research Needs; *Research Problems; Research Reports
IDENTIFIERS- Reconstruction Technique

Kaplan (1964) describes the now classic distinction between "logic-in-use," the more or less logical cognitive style and procedures used by the educational scientist, and "reconstructed logic," the scientist's after-the-fact, explicit formulation and idealization of the logic and procedures. However, most technical documents read as smooth, polished, error-free examples of Kaplan's reconstructed idealizations, rather than reflecting the logic-in-use which would reveal many of the most important incidents in the drama of science, which reconstructed logic leaves safely behind the scenes. The author further contends that educational inquiry suffers from a collective inability to be candid in public reports. Three examples are offered to illustrate those factors perceived as influential in suppressing honest talk about trial and error efforts in research: (1) Scientific truth is often not the preferred way of "knowing" in education; (2) Sponsors of research, development, and education are often naive about science; and (3) Interorganizational and interpersonal politics often impede or prevent full and honest reporting. (PN)

ED 262 093 TM 850 574

Shaughnessy, Michael F.
What's New in I.Q.? A Contemporary Analysis with Implications for Gifted/Talented/Creative.
PUB DATE- Apr 85
NOTE- 17p.; Paper presented at the Anniversary Meeting of the National Association of Creative Children and Adults (10th, Cincinnati, OH, April 14-16, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Ability Identification; *Cognitive Measurement; Cognitive Processes; *Cognitive Tests; *Creativity Tests; Elementary Secondary Education; Intelligence Differences; Intelligence Quotient; *Intelligence Tests; Kinesthetic Perception; Learning Processes; Mathematics Skills; Memory; Nonverbal Ability; Psychological Testing; Researchers; Spatial Ability; *Talent Identification; Verbal Ability
IDENTIFIERS- Feuerstein (Reuven); Gardner (Howard); Kaufman Assessment Battery for Children; Learning Potential Assessment Device; Sternberg (Robert)

Recent theorists have begun to re-conceptualize the construct of "intelligence." This paper reviews recent theories of intelligence and indicates implications for practitioners, educators, and individuals. Theories and theorists discussed include the following: (1) Robert Sternberg has advanced the "triarchic theory" of intelligence with three subtheories (componential sub-theory, experiential sub-theory, and a contextual sub-theory). Of particular importance for education are Steinberg's conception of "insight," his components of "knowledge acquisition," and his conception of "automaticity." (2) Howard Gardner has indicated that there is no single intelligence, but that there are several types. These include linguistic, logical, mathematical, visual and spatial conceptualizations, body kinesthetic skills, inter-personal abilities and intra-personal knowledge. (3) Warren Dohemann and Melvin Suhd have removed emphasis from higher theoretical aspects of intelligence to the practical matters of learning and education. They point toward growth and the maximization of intelligence through the curriculum. (4) Alan and Nadine Kaufman have developed the Kaufman Assessment Battery for testing of sequential and simultaneous processing, in an effort to integrate theory and practice. (5) Feuerstein's Learning Potential Assessment Device also has a strong theoretical foundation. (6) Thorndike has advocated an information processing point of view toward intelligence. His processing perspective encompasses long and short term memory, neuristics, and speed of processing. (LMO)

DOCUMENT RESUME

ED 262 094 TM 850 577

Emanuelsson, Ingemar; Svensson, Allan
Does the Level of Intelligence Decrease? A Comparison between Thirteen-Year-Olds Tested in 1961, 1966 and 1980. Report No. 1985:02.
Goteborg Univ., Molndal (Sweden). Dept. of Education.
SPONS. AGENCY- National Swedish Board of Education, Stockholm.
PUB DATE- 85
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Ability; *Cognitive Measurement; Cultural Influences; Curriculum; Foreign Countries; Intelligence Quotient; Junior High Schools; Living Standards; Longitudinal Studies; National Surveys; *Sex Differences; *Socioeconomic Status; *Spatial Ability; Trend Analysis; *Verbal Ability; Verbal Tests
IDENTIFIERS- Individual Statistics Project (Sweden); *Sweden

This study investigated possible changes in verbal, spatial, and reasoning intelligence in Swedish 13-year-olds over a 20-year period. The first sample included about 12,000 students born in 1948. Data consisted of (1) information from school records, (2) information on personal background, (3) scores on three intelligence tests and three standardized achievement tests, and (4) replies to questionnaires on pupil attitudes and interests. Students born in 1953 provided similar material for the second set of data. In 1980, a two-step sampling design was used: (1) A stratified sample of 29 out of 277 local communities was drawn. (2) From these communities, a systematic sample of classes from grade six, mostly students born in 1967, was selected. Comparisons were made by year of testing, by sex, and by blue- or white-collar status. Results showed that the average level of spatial and reasoning intelligence had risen over 20 years. Verbal intelligence increased during the 1960's but declined later. Changes in performance were noted between sexes, but not between social groups. Girls advanced more than boys in the verbal test from 1961 to 1980, and overcame the boys' lead in spatial and reasoning ability. (LMO)

ED 262 095 TM 850 578

Bangert-Drowns, Robert L.
The Meta-Analytic Debate.
PUB DATE- 85
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Data; Effect Size; Error of Measurement; *Literature Reviews; *Measurement Techniques; *Meta Analysis; Research Design; *Research Methodology; Sampling
IDENTIFIERS- Glass (GV)

Since meta-analysis was described in 1976 (Glass) as the application of familiar experimental methods to the integration of available research, at least five coherent approaches to meta-analysis have appeared in common use. These approaches can be divided into two broad groups. In the first group (including procedures by Robert Rosenthal, Larry Hedges, and Frank Schmidt and John Hunter), meta-analysis is used to approximate data-pooling. This type of meta-analysis attempts to answer the same questions as primary research, only larger samples are used by combining information from many studies. The alternate view (shown in the procedures of Gene Glass and James Kulik) is that meta-analysis is a form of literature review. As a literature review, meta-analysis is not meant to test a hypothesis but to summarize features and outcomes of a body of research. The differences in approaches to meta-analysis indicate that the procedure is still in a period of invention and change. It is important that editors, consumers, and critics of meta-analysis know about these differences so that they can make more informed evaluations of meta-analytic findings. (Author/PN)

ED 262 096 TM 850 579

Beaton, Albert E.
NAEP Analysis Procedures and Methodology.
National Assessment of Educational Progress, Princeton, NJ.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 3 Apr 85
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
GRANT- NIE-G-83-0011
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Assessment; Elementary Secondary Education; Equated Scores; Item Analysis; Latent Trait Theory; *National Surveys; *Reading Tests; Research Design; *Scaling; Scoring; *Statistical Analysis; Test Construction; Trend Analysis
IDENTIFIERS- *National Assessment of Educational Progress

This paper overviews technical developments in data analysis procedures for the National Assessment of Educational Progress (NAEP) reading data during 1984. The highlight of the reshaping of the NAEP data has been the scaling using item response theory (IRT). AT this point in the data analysis, an IRT-based scale appears appropriate for reading proficiency. A single dimension that spans the three grade levels (4, 8, and 11) and the three age levels (9, 13, and 17) has been located. A report of results on a scale representing a hypothetical test with known properties is in preparation. Effects of changing the administration of exercises from a tape recording to pencil-and-paper have been examined. Data from past NAEPs are being rescaled onto the new reading proficiency scales for analysis of trends. Present technology has been adapted to mesh with the new Balanced Incomplete Block (BIB) spiralling. The following activities are discussed in detail: (1) the multifaceted approach to establishing the dimensionality of the reading parameters; (2) estimation of reading parameters; (3) proficiency imputation; (4) the reading proficiency scale; and (5) trend data. (BS)

ED 262 097 TM 850 580

Goodison, Jules

National Assessment of Educational Progress: An Update of the Data Collection Process.

PUB DATE- Apr 85
NOTE- 17p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, IL, April 1-3, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Achievement Tests; *Data Collection; *Educational Assessment; Educational Testing; Educational Trends; Elementary Secondary Education; *National Surveys; *Sampling; School Statistics; Student Evaluation
IDENTIFIERS- *Balanced Incomplete Block Spiralling; *National Assessment of Educational Progress

Since 1969 the National Assessment of Educational Progress (NAEP) has conducted annual assessments to determine, in the language of the current legislation, "the performance of children and young adults in the basic skills of reading, mathematics and communications" and to "report data periodically on changes in the knowledge and skills of such students over a period of time." Since 1983, when Educational Testing Service (ETS) received the grant to administer NAEP, some important changes have been made in the original NAEP design to increase its utility, including: (1) sampling by grade as well as age, thereby allowing schools and states to compare NAEP data with their own grade samples; and (2) Balanced Incomplete Block (BIP) spiralling. Sampling became more efficient in BIP spiralling, since particular blocks of exercises were given to fewer students within a school, but were administered in more schools. Computation of correlation coefficients between all exercises was made possible in that each pair of blocks received a response. Individual items were still reported, and correlations were estimated from comparatively small samples. Diagrams of the spiralling process and tables depicting school cooperation and student participation accompany the text. (LMO)

ED 262 098 TM 850 581

Yahya, Ismail bin; Moore, Gary E.

On Research Methodology: The Cassette Tape as a Data Collection Medium.

PUB DATE- Mar 85

NOTE- 12p.; Paper presented at the Southern Research Conference in Agricultural Education (Mobile, AL, March, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Agricultural Education; *Audiotape Cassettes; Data Analysis; *Data Collection; Data Interpretation; Educational Research; Field Interviews; Higher Education; *Interviews; *Questionnaires; Research Methodology; Research Problems; *Responses; *Surveys; Time

IDENTIFIERS- Mail Surveys; *Qualitative Data

The efficiency and appropriateness of the cassette tape as a data collection medium was considered in this survey. A 19-item questionnaire was mailed to 117 agricultural teacher educators who had served at foreign locations. Most of the questions solicited qualitative data about their experiences, problems, and accomplishments. Respondents were sent the questionnaire and a blank cassette tape, with instructions that responses be recorded on the tape. Four follow-ups resulted in a 97 percent response rate. Reactions to the taping were solicited. Responses were: (1) it saved respondents' time; (2) it was useful for gathering large amounts of information; (3) respondents felt more at ease to disclose information; (4) it allowed more time to think before responding; (5) it was efficient and encouraged response; and (6) the uniqueness of the approach was appreciated. Some problems which were reported involved the time required to transcribe, review, and analyze the data. Other concerns included being quoted out of context and misinterpretation of what the respondent really meant. It was also found that this method cannot be successful unless all persons have working tape recorders and usable tapes. The audio cassette method was recommended for qualitative data collection. (GDC)

ED 262 099 TM 850 587

Stigliano, Tony

Is a Scientific Classification of Educational (Behavioral) Objectives Possible?

PUB DATE- Oct 84
NOTE- 32p.; Paper presented at the Joint Meeting of the Evaluation Network and Evaluation Research Society (San Francisco, CA, October 11-13, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Behavioral Objectives; *Behavioral Science Research; *Behavior Theories; *Classification; Educational Research; Elementary Secondary Education; Higher Education; *Learning Theories; *Prediction; Researchers; *Research Problems; *Scientific Methodology; Social Science Research
IDENTIFIERS- Evaluation Research; Periodic Table; Piagetian Theory; Structuralism; *Travers (Robert)

Robert M. W. Travers's 1980 essay is the focal point of this paper. He argues that evaluation research requires a scientific taxonomy of human behavior and learning. Such a taxonomy must be experimentally based, mathematically expressed, theoretically sound, and predictive. He bases such criteria on the development of scientifically successful taxonomies, specifically, the Periodic Table of the Elements. Unscientific taxonomies are either metaphysical (Aristotle) or standardized practices (Bloom). But, Travers has misread his own historical example; he cannot eschew both metaphysics or human practices. Moreover, his example of a potential source for a scientific taxonomy, Piaget's cognitive science, is rife with problems. The paper concluded with reasons for the unrealizability of any attempt to scientifically describe human actions outside of historical situations. (Author)

ED 262 100 TM 850 588

Bryant, Fred B.

Improving the Quality of Research Synthesis in Program Evaluation.

PUB DATE- Oct 84
NOTE- 22p.; Portions of this paper were presented at the Joint Meeting of the Evaluation Network and the Evaluation Research Society (San Francisco, CA, October 11-13, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Research; Effect Size; Evaluation Methods; Intervention; *Measurement Objectives; Meta Analysis; *Program Effectiveness; *Program Evaluation; *Research Methodology; Research Problems; Sampling; Statistical Bias; *Synthesis; *Validity
IDENTIFIERS- Evaluation Problems

Because research synthesis enables one to determine either the overall effectiveness of a particular treatment or the relative effectiveness of different types of treatments, it is becoming increasingly popular as a tool in program evaluation. Numerous methodological problems arise, however, when research synthesis is applied to studies conducted in field settings. The present paper categorizes and discusses these problems as being threats to either the (1) internal validity (whether one can draw conclusions about cause and effect), (2) statistical conclusion validity (whether one's inferential statistics are capable of detecting cause-and-effect relationships), (3) construct validity (whether one's treatments and outcome measures are valid operationalizations of the independent and dependent variables of interest), or (4) external validity (whether one can generalize results to particular populations, settings, or time periods) of research synthesis (see Cook and Campbell, 1979). Specific recommendations are made for minimizing these threats to validity, in order to improve the quality of research synthesis in program evaluation. (Author)

ED 262 101 TM 850 589

Smylie, Mark

Improving the Accuracy of Teacher Self-Evaluation through Staff Development.

PUB DATE- Mar 85
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Observation Techniques; Classroom Research; Elementary Secondary Education; Feedback; *Inservice Teacher Education; *Lesson Observation Criteria; Program Evaluation; *Self Evaluation (Individuals); Student Reaction; *Teacher Evaluation; Teacher Improvement; Teacher Workshops
IDENTIFIERS- *Effective Use of Time Program; *Stallings Observation Instrument

This study examined impact of a staff development program on increasing the accuracy of teachers' self-evaluation of classroom performance. Teachers were provided with specific formal feedback through a program called The Effective Use of Time Program (EUOT). The program had four components: (1) observation in the classroom and feedback about performance; (2) information from research applied in the context of a teacher's specific situation; (3) opportunities for guided practice; and (4) observation and feedback following workshops to assess improvement. To test EUOT, data from 40 elementary, junior high, and secondary teachers were examined. These observations, using the Stallings Observation Instrument (SOI), provided a message of actual teacher performance. Four variables were selected for comparision from self-rating and observation data: (1) managerial and organization efficiency; (2) student discipline; (3) interactive instruction; and (4) monitoring. Results showed that teachers improved their actual performance and gave themselves higher ratings at the end of the program. In general, teachers were no more accurate in assessing their performance after training, although junior high teachers showed significant relationships between posttraining self-ratings and observed behavior. Several explanations are given for failure of data to show wider improvements in accuracy of self-assessment, and five tables are included to show results. (LMO)

ED 262 102 TM 850 590

Reynolds, Marianne C.
Instructional Implications of Diagnostic Reading Tests.
PUB DATE- 1 Apr 85
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Basic Skills; Compensatory Education; *Developmental Programs; *Diagnostic Tests; Educational Diagnosis; Educationally Disadvantaged; *Educational Testing; Higher Education; Prognostic Tests; *Reading Tests; *Remedial Programs; *Remedial Reading; Student Characteristics; Student Placement; Testing Problems; Test Use; Transitional Programs
IDENTIFIERS- Mercer County Community College NJ; Nelson Denny Reading Tests; New Jersey Basic Skills Placement Test

This paper examines remedial programs in colleges and discusses the relationship of those programs to diagnostic testing. The Basic Skills Placement Test (BSPT) is required of all College freshman in New Jersey public colleges. Mercer County Community College, used as an example throughout this paper, uses the BSPT as a basis for placing students in appropriate remedial courses in writing, reading, and mathematics. The development of tests designed to measure the reading ability of college students and adults has not kept pace with the instructional programs. The few, widely used, standardized tests are discussed, especially the Nelson-Denny Reading Test (NDRT), designed for average college students. The NDRT is popular because of low cost and short administration time, but it has several shortcomings for remedial testing, including: (1) limited testing time; (2) no gradual increase in difficulty of items; (3) questionable results as a pre/post test measure; and (4) use of passage-dependent items. Ten desirable features in a diagnostic test for remedial college students are discussed at length. If a diagnostic test is well matched with the reading program, the information gained can assist instructional planning. (LMO)

ED 262 103 TM 850 591

Reckase, Mark D.
Models for Multidimensional Tests and Hierarchically Structured Training Materials. Final Report.
American Coll. Testing Program, Iowa City, IA. Test Development Div.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
REPORT NO.- ONR85-1
PUB DATE- May 85
NOTE- 33p.
CONTRACT- N00014-81-K0817
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Instructional Development; *Item Analysis; *Latent Trait Theory; *Mathematical Models; Maximum Likelihood Statistics; Measurement Techniques; *Multitrait Multimethod Techniques; Psychometrics; Research Methodology; Testing; Test Items; Training
IDENTIFIERS- *Learning Hierarchies

Work on item response theory was extended to two areas not extensively researched previously, including models for: (1) test items that require more than one ability for a correct response (MIRT); and (2) interaction between modules of instruction that have a hierarchical relationship (HST). In order to develop the MIRT and HST models, the author evaluated characteristics of the models, developed estimation procedures for the parameter of the models, and evaluated the models on their ability to describe real test data. A summary of the research is presented here, and references are made to papers and technical reports containing more detailed descriptions of the research efforts. (Author/LMO)

ED 262 104 TM 850 593

Regents Examinations and Competency Tests. School Administrator's Manual, June 1985 Edition.
PUB DATE- Jun 85
NOTE- 62p.; For the 1981 edition of this manual, see ED 208 058.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Achievement Tests; Basic Skills; Cutting Scores; Disabilities; English (Second Language); Graduation Requirements; High Schools; *Minimum Competency Testing; Scores; Scoring; *State Programs; State School District Relationship; State Standards; *Testing Programs; Test Manuals; Test Use
IDENTIFIERS- *New York State Regents Competency Tests; *New York State Regents Examinations

Intended for use by school administrators, guidance counselors, teachers and proctors, this manual contains general information on the New York State Regents examinations and competency tests, as well as specific regulations and procedures for ordering, administering, and rating these examinations. The competency testing requirements for a local diploma, the Regents endorsement of a local diploma, and the granting of credit for Regents courses are also explained. Special procedures for handicapped pupils and pupils whose native language is not English are described. Regents examinations are achievement tests based on 19 State courses in business, English, foreign languages, mathematics, science and social-studies for grades 9-12. Regency competency tests are achievement tests in the basic skills in reading, writing, and mathematics. Passing scores on either the Regents examinations in English and mathematics or the competency tests satisfies the competency testing requirement for a high school diploma. Appendices contain: (1) SAT and ACT scores acceptable for meeting local high school diploma competency requirements; (2) College Board Achievement Test Scores acceptable for meeting Regents diploma requirements; (3) samples of English as a second language tests and recommended minimum scores; and (4) alternative testing techniques based upon learner characteristics. (BS)

ED 262 105 TM 850 619

Gamlin, Peter J.; Bountrogianni, Marie

The Assessment of the Potential to Learn: A Multicultural Perspective.

PUB DATE- Mar 85
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985). Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Cognitive Ability; *Cognitive Development; *Cognitive Measurement; *Cognitive Processes; Cognitive Structures; Cognitive Tests; Elementary Secondary Education; Environmental Influences; *Ethnic Groups; Knowledge Level; *Learning Processes; *Learning Theories; Minority Group Children; Models; Multicultural Education
IDENTIFIERS- Feuerstein (Reuven); Learning Potential Assessment Device; Piaget (Jean); *Similarity Thinking Model; Vygotsky (Lev S); Zone of Proximal Development

Research summarized here demonstrates how similarity thinking can be used in training programs to help ethnic minority children acquire basic skills. Current achievements are often attenuated by poor language skills, especially when English is not the first language of the child. Similarity thinking assesses the child's ability to learn without achievement constraints. The model of similarity, composed of seven types of thinking, is discussed in relation to several theories, including (1) Piagetian theory, (2) Feuerstein's model and (3) Vygotsky's zone of proximal development. Aids are used in present research studies not only to assess children's potential to learn, but also to help them move along Vygotskys' "zone of next or potential development". According to this view, "competence" is not a "point", but rather a range or zone on a developmental scale (the similarity thinking scale) which is affected both by environmental and organismic influences. A practical consequence of this approach is that ethnic minority children will be more appropriately placed in school learning environments. (Author/LMO)

ED 262 106 TM 850 628

Mickler, Susan; Richardson, Deborah

Are Self-Reports Adequate for Assessing the Effectiveness of Postexperimental Debriefing?

PUB DATE- 8 Mar 85
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Anxiety; *Ethics; *Feedback; Females; Higher Education; Individual Differences; *Psychological Characteristics; Psychological Studies; Psychological Testing; Psychophysiology; *Research Design; Stress Variables
IDENTIFIERS- *Debriefing; *Represssion Sensitization Dimension; Self Report Measures

The present study was designed to examine the effectiveness of post-experimental debriefing in reducing both self-reported anxiety and physiological arousal among participants who differed in their characteristic responses to threat. One hundred five female undergraduates were classified according to their Repression-Sensitization type and were presented with threatening self-relevant information. Self-report measures of anxiety were then obtained and were supplemented by the monitoring of physiological response. As expected, repressives alone demonstrated a discrepancy between physiological and self-reported distress levels in response to the threatening information. Following debriefing, all participants types returned to baseline levels on both distress measures. It was concluded that debriefing can effectively ameliorate the negative consequences of distress resulting from experimental participation, even among persons whose self-reports characteristically misrepresent their true reactions. (Author)

ED 262 107 TM 850 629

Hunt, Earl

The Design of Ballantines.

Washington Univ., Seattle. Dept. of Psychology.

SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
PUB DATE- Aug 85
NOTE- 26p.; Small print throughout document.
CONTRACT- N00014-84-K-5553
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Algorithms; Analysis of Covariance; *Computer Graphics; *Correlation; Educational Research
IDENTIFIERS- *Ballantines; PASCAL Programing Language

The widespread availability of computational graphics for personal computers has greatly increased the potential for visual display of research data. The correlation between two variables can be represented graphically by using circles to represent the variance associated with each circle, and by letting the overlap between the circles be proportional to the squared product-moment correlation between the variables. A procedure is given for locating the circles so that this relation is fulfilled. The method is extended to the three-variable case. The extended case can be used to construct graphical representations called ballantines. The PASCAL computer program for the ballantine procedures is appended. (Author/BS)

ED 262 108 TM 850 630

D'Amico, Joseph J.; Dawson, Judith A.
Cooperation or Cooptation? The Benefits and Limitations of Involving Program Developers in Program Evaluation.
PUB DATE- Mar 85
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adoption (Ideas); *Cooperative Programs; Data Analysis; Data Collection; Data Interpretation; Educational Assessment; Educational Development; Elementary Secondary Education; *Evaluation Methods; *Evaluation Utilization; *Formative Evaluation; Participative Decisionmaking; Program Development; *Program Evaluation; Research Design
IDENTIFIERS- Evaluation Problems; New Jersey; Qualitative Research; *School Effectiveness Training Project; *Secondary School Development Program

In 1981, the developers of a school-based change effort engaged researchers to conduct an evaluation study employing qualitative methodology that would provide the developers with information that could be used to improve the program. Resource constraints, short timelines, and the developers' preference for useable information encouraged researchers to adopt a research approach that emphasized quick turnaround and client-centered feedback strategies and that also utilized developers in data gathering and analysis activities. This paper describes the evaluation study in more detail with special emphasis on the issues raised by using a research strategy in which developers participate in design formulation, data collection, and analysis. It outlines a number of benefits such as accelerating data use by clients, broadening of the data base, increasing the influence of the data, and reducing study costs. And it discusses several limitations of such a strategy, including: cooptation of researchers or developers; threats to the integrity and objectivity of research information, and reductions in the quality of the research activities and data. (Author/LMO)

DOCUMENT RESUME

UD

ED 262 109 UD 024 296

Racial/Ethnic Survey: Students as of October 31, 1984.
Chicago Board of Education, Ill.
PUB DATE- 31 Oct 84
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- American Indians; Asian Americans; Black Students; Elementary Secondary Education; *Enrollment; *Ethnic Groups; Hispanic Americans; Pacific Americans; *Racial Composition; Surveys; White Students
IDENTIFIERS- *Chicago Public Schools IL

The results of a teacher observation survey conducted in Chicago Public Schools on October 31, 1984, are provided in this report. Consisting entirely of student enrollment figures, broken down by race and ethnicity, the report is divided into two major parts: Part One provides summary data (which include a table comparing the 1984 survey with the 1983 survey, a table summarizing the 1984 survey's findings by level and type of school, and a summary of 1984 findings by district). The second part contains school-by-school enrollments, arranged by district. Each table here provides data on these population groups: White non-Hispanic, Black non-Hispanic, American Indian, American Indian/Alaskan Native, Asian or Pacific Islander, Mexican, Puerto Rican, Cuban, other Hispanic, and total Hispanic. (KH)

ED 262 110 UD 024 383

Cooke, Lloyd M.
Design for Excellence: How to Study Smartly.
National Action Council for Minorities in Engineering, Inc., New York, NY.
PUB DATE- 84
NOTE- 31p.
AVAILABLE FROM- NACME, Inc., 3 West 35th Street, New York, NY 10001 ($0.50 plus postage).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Engineering Education; Higher Education; *Homework; Minority Groups; Study Guides; *Study Habits; *Study Skills

This brief guide on how to study efficiently was designed for minority engineering students and provides eight techniques to improve study habits and enhance learning and retention. The first seven suggestions are each accompanied by a methodology and an explanation of the purpose of the technique; the eighth pertains to the overall concept of using study time well and how the previous seven suggestions can enable students to do so. The eight suggestions are: 1. Study the most important principles and processes first; 2. Focus on what you have not yet mastered; 3. Periodically re-study important material you have already mastered; 4. Do homework within two days of the assignment; 5. Get help if you can't solve a new problem after one hour; 6. Join a study group to keep up with homework; 7. Check your academic progress every week; and 8. Use the concept of "time-on-task" to study efficiently. The booklet includes a study schedule form, brief references, and a capsule version of the study suggestions. (CG)

ED 262 111 UD 024 399

Reuter, Lutz-Rainer; And Others
Education between Quality and Equity.
Hochschule der Bundeswehr, Hamburg (West Germany).
PUB DATE- Jun 84
NOTE- 59p.; Paper presented at a workshop on "Education Between Quality and Equity" (New Britain, CT, October 15-19, 1984).
LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150) Translations (170)
DESCRIPTORS- Adult Education; *Educational Games; Educational Policy; Elementary Secondary Education; Equal Education; Game Theory; Learning Activities; *Migrant Education; *Multicultural Education; *Simulation; *Teacher Education; *Teaching Skills
IDENTIFIERS- *West Germany

Papers read by three German educationalists at a workshop on "Education between Quality and Equity" are included in this document. The first, by Han Leo Reimann, is entitled "Simulated Reality: The Instructional Objectives within the Framework of Pedagogical Paper Plays." This paper describes a gaming method of simulating realistic planning and decision-making situations for adults. The second paper, by Lutz-Rainer Reuter, is "Migrants' Education as a Focus of the FRG Educational Policy between Quality and Equity." It outlines themes that have dominated West German educational policy since World War II and then focuses specifically on the education of migrants and the concept of intercultural education. Finally, the third paper, by Hans Ritscher, is called "A Concept of Basic Teaching Abilities." It discusses directions in teacher training that might be useful for developing a fundamental repertoire of skills and behaviors that enhance teacher performance beyond the level of competence in a special field or educational level. (KH)

ED 262 112 UD 024 400

Ichilov, Orit
Family Politicization and Adolescents' Citizenship Orientations.
PUB DATE- May 85
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Citizenship Responsibility; Ethnic Origins; *Family Characteristics; *Family Influence; Parent Child Relationship; *Political Attitudes; *Political Socialization; Secondary Education; Socioeconomic Influences; *Youth
IDENTIFIERS- Israel (Tel Aviv); *Israelis

This study examines the effect of the degree of family politicization on several citizenship orientations of adolescents. The research population consisted of 734 respondents, ages 14-18, who were students in both academic and vocation schools in the greater Tel-Aviv area. Degree of family politicization was assessed using three sub-scales: parents' own involvement; the extent to which parents and children discuss politics, and the degree to which parents encourage their children to take an active public role in school and in youth organizations. Citizenship orientations included the perception of the citizen role as active vs. passive, and as restricted to the political sphere vs. as a broader commitment to one's community and society. Also included were political efficacy, support of freedom of speech, and political involvement. A path model measuring the effects of social and personal background variables and of family politicization was tested. The major findings indicate that respondents' age and S.E.S. socioeconomic status were related to their perceived degree of family politicization. The older the respondents and the lower their S.E.S., the greater the tendency to report of lower family politicization. Concerning the effects of family politicization upon the perception of the citizen role, none of the path coefficients was statistically significant, and the percentage of explained variance was low. Concerning the other citizenship orientations, family politicization had significant effects. The higher the degree of family politicization, the greater the political efficacy and involvement of the respondents, and the lower their support of freedom of speech. (Author)

ED 262 113 UD 024 407

Ichilov, Orit
Citizenship Orientation of Two Israeli Minority Groups: Israeli-Arab and Eastern-Jewish Youth.
PUB DATE- Aug 83
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Acculturation; *Arabs; *Citizenship Responsibility; Cultural Pluralism; *Jews; *Minority Groups; *Political Attitudes; Sociocultural Patterns; Youth
IDENTIFIERS- *Eastern Jews; Israel; *Israeli Arabs

The purpose of this study was to examine and compare how Israeli-Arab and Eastern-Jewish adolescents view the role of the citizen. Both groups share a minority status within Israeli society, but have different socializing environments and different political and cultural status. The study population consisted of 118 Israeli-Arab and 279 Eastern-Jewish adolescents ages 16-18. They were asked to rate 36 questionnaire items according to their importance for good citizenship. The data indicate that, overall, Arab respondents tended to assign less importance than their Jewish counterparts to all the items describing good citizenship. As expected, Arab youth assigned greater importance to the non-political than to the political dimension of good citizenship. Within the active and the passive categories the items which were considered important by them reflect a minimal commitment to the State and its institutions. Eastern-Jewish adolescents did not differ in their civic orientations from the general Israeli public. They assigned greater importance to the political, rather than to the non-political dimension of good citizenship, and stressed passive orientations more than active-participatory ones. No differences were found concerning the measured civic orientations between boys and girls in both groups. (Author/CR)

ED 262 114 UD 024 408

Status of Black New York Report, 1984.
New York Urban League, Inc., N.Y.
PUB DATE- 84
NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - General (140)
DESCRIPTORS- *Blacks; *Community Characteristics; Community Organizations; *Demography; Dropout Rate; Educational Attainment; Elementary Secondary Education; Employment Statistics; Federal Programs; Health; Health Services; Housing; Minority Groups; Population Growth; Public Policy; *Self Help Programs; *Social Services; Socioeconomic Status
IDENTIFIERS- *New York (New York); *Urban League

The social and economic status of blacks in New York City is the subject of this Urban League report, which has five major parts. Part I is an executive summary of the report. Part II provides a demographic profile of the black community. Data are presented on population size, the geographic distribution of blacks, age distribution, marital status, family and household characteristics, income, poverty, employment, and education. The focus of Part III is on the status of health, education, employment, housing, and social services as they affect the black community. The effects of recent social policy changes and economic reverses are described. Part IV presents recommendations for changes in health support funding and services, education, employment, housing, and social services. Finally, Part V discusses responses of the black community to its problems. The efforts of eight black self-help groups and the Urban League itself are described. (KH)

Grant, Linda
Uneasy Alliances: Black Males, Teachers, and Peers in Desegregated Classrooms.
PUB DATE- 1 Apr 85
NOTE- 50p.; Paper presented at the annual meeting of the American Educational Research Association (Chicago, IL, April 1, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Students; *Classroom Desegregation; Classroom Research; Elementary Education; *Males; Peer Relationship; *Racial Relations; *Teacher Attitudes; *Teacher Student Relationship

Six desegregated first grade classrooms in predominantly white working-class communities near a large Midwestern city were observed in order to explore ways in which black males' school experiences differ from those of other students. Twenty percent of the 139 students in the classrooms were black males. Of the six teachers, all of whom were female, three were white and three were black, with the black teachers in charge of the classes with heavier black enrollment. The observations concentrated on: (1) teacher's perceptions of these students; (2) interactions between teachers and black males; and (3) black males' experiences in peer networks. Major findings include the following: the teachers observations were that the black males had poor academic skills on the whole, were a potential behavior problem, and exhibited estrangement and posed a vague threat. Black male student and teacher interactions were more limited than for other students, black males resisting out of class chats with teachers nearly two to four times as often as other students. Black males were also less attentive to the teachers, which led to teachers' feeling that the students were unready for the work. Black males' peer interactions were, in comparison to other students, more central to their schooling experience. They were more insular; gaining status among peers was more important; and group unity was greater and caused tension with the teachers. (CG)

ED 262 116 UD 024 434

Women and Minorities in Maine's Labor Force. Publication Series No. WM-8.
Maine State Dept. of Labor, Augusta. Bureau of Employment Security.
PUB DATE- Oct 84
NOTE- 119p.; An earlier report on "Women and Minorities in Maine's Labor Force" was published in 1971.
AVAILABLE FROM- Division of Economic Analysis and Research, 20 Union Street, Augusta, ME 04330 ($4.50).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- American Indians; Blacks; *Employment; Employment Statistics; *Females; Hispanic Americans; *Minority Groups; Unemployment
IDENTIFIERS- *Maine; Native Americans

The 1984 issue of Women and Minorities in Maine's Labor Force is based on data from the 1980 census. The population findings from 1970-1980 are that there was an increase in women from 51.3% to 51.4% of the total population and a minority increase of 80.4%. Spanish ethnics grew by 30% in the population and Blacks by 17%; other minorities include American Indians and Asian Americans. There has been a significant increase in labor force participation by women from 1970 to 1980 (from 41.2% to 53.3%). Maine's working women are still concentrated in traditionally lower paying administrative support occupations which include clerical workers, service occupations and operatives, fabricators and laborers. Approximately 15% of all employed women are specialty workers, mostly in elementary and secondary education and medical and health work. Six percent of all employed women are executives, managers or administrators as compared to 12% of all employed men. The bulk of the document consists of tables which show figures for the general population, females, Whites, Blacks, American Indians, Asians, and Hispanics. The tables summarize general population and labor force characteristics, occupation and industry, and unemployment for the state as a whole, for three standard metropolitan statistical areas, the state's four largest cities, and 16 counties. (CG)

ED 262 117 UD 024 437

Compensatory Education. Annual Program Evaluation Report, Education Consolidation and Improvement Act Chapter I, 1983-84.

California State Dept. of the Youth Authority, Sacramento.

PUB DATE- 7 Jan 85
NOTE- 47p.; Light, broken print will not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; *Compensatory Education; Elementary Secondary Education; Program Evaluation; Reading Improvement; Remedial Mathematics; *Remedial Programs; Remedial Reading
IDENTIFIERS- California; *Education Consolidation Improvement Act Chapter 1

This evaluation of the Education Consolidation and Improvement Act (ECIA) Chapter 1 programs in the 16 participating schools and camps of the California Youth Authority presents findings for the year 1983-84. The students enrolled in the program were severely academically disadvantaged teenagers (reading and mathematics abilities five or more grades below average for age) and had histories of criminal activities, economic hardship, family instability, or negative peer influences. The instructional program consisted of work in reading/language and math. The students were tested upon entering the program and individual assignments were made on the basis of the test findings. Individualized instruction was the most frequently used method. Approximately 4,252 students received some ECIA services during the year. Of these 2,044 received services for five months or longer and of this group 651 took pre- and post-program tests in reading, 531 in English language, and 731 in mathematics. Reading deprivation was far greater than math (21% in reading versus 8% in math scoring below a third grade level). Overall findings were that students enrolled in the program for 3 months or longer gained, on average, 1.1 months per month in all the educational components. In six of the eight sub-tests, gains exceeded the 1.1 month objective. For students enrolled five months or longer, gains were lower, with the 1.1 month goal attained only in reading comprehension, English, and math. The objective was not met in reading vocabulary, total reading and spelling (.8 months, 1.0 month, and .8 month were gained respectively). This program evaluation includes tables with details of this statistical data, recommendations for program improvement, and a reference listing. (CG)

ED 262 118 UD 024 438

Fawcett, James T.; And Others
Asia-Pacific Immigration to the United States. A Conference Report (Honolulu, Hawaii, September 20-25, 1984).
East-West Center, Honolulu, HI.
PUB DATE- Feb 85
NOTE- 120p.
AVAILABLE FROM- East-West Center, East-West Institute, 1777 East-West Road, Honolulu, HI 96848 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Numerical/Quantitative Data (110) Reports - General (140)
DESCRIPTORS- *Acculturation; *Asian Americans; *Demography; *Immigrants; *Migration; *Pacific Americans
IDENTIFIERS- *Asia Pacific Region; Brain Drain; Emigration; Immigration; Immigration Impact; Immigration Law

This conference report provides the main findings of a meeting whose goal was to produce a state-of-the-art analysis of Asia-Pacific immigration. Five additional, more specific goals of the conference were: (1) To examine the Asia-Pacific situation in relation to global and historical immigration patterns; (2) To analyze immigration in the context of other international linkages to obtain insight into its causes and implications; (3) To call attention to the impact of emigration upon the sending countries; (4) To address the question of what Asia-Pacific immigration portends for the region; and (5) To facilitate policy analysis through building a better data base and stimulating analyses of the role of international migration in the Pacific Basin. The first section is a description of highlights and conclusions regarding demographic information about the various Asia-Pacific immigrant groups in the United States, societal factors influencing immigration, and the impact of immigration on the countries of the immigrants' origin. This section is followed by abstracts of the numerous conference papers and panel discussions, each approximately 700 words long. Next is a summary of research and policy issues addressed by three working groups that met during the conference, on gains and losses to the sending country, gains and losses to immigrants and the receiving country, and the implementation and effectiveness of U.S. immigration policy. There is a selective bibliography on Asia-Pacific immigration to the United States, a summary of emigration policies in selected Asian countries, the conference agenda, and a list of conference participants. (CG)

ED 262 119 UD 024 448

David, Jane L.; Peterson, Susan M.

Can Schools Improve Themselves? A Study of School-Based Improvement Programs.

Bay Area Research Group, Palo Alto, CA.

SPONS. AGENCY- Carnegie Corp. of New York, N.Y.

PUB DATE- 84

NOTE- 90p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Administrator Role; Advisory Committees; *Educational Improvement; *Educational Planning; Elementary Education; Individualized Education Programs; *Instructional Improvement; Low Income Groups; Minority Group Children; Needs Assessment; Principals; Program Administration; Program Evaluation; *School Based Management; *Teacher Role; Urban Schools

IDENTIFIERS- California School Improvement Program; Elementary Secondary Education Act Title I; Florida School Advisory Councils; Individually Guided Education; New York City Local School Development; School Improvement Project (New York City); Schoolwide Projects Provision of Title I

Six school-based improvement programs distributed throughout the United States were studied in order to determine how effective these plans have been and what factors help or hinder them. The programs studied shared three central features: 1) focus on the school as a whole; 2) involvement of teachers in designing improvements; and 3) incorporation of elements of rational planning. It was found that while school staffs are able to establish a continuous planning and review process, these processes do not necessarily lead to improved instruction. Two important factors for achieving instructional improvement were found to be the instructional content and support for change. The conditions they found necessary for achieving improvement were that preconditions for change existed, that there was instructional leadership within the school, and that conditions outside the school (i.e. Federal or State government) were favorable. The general conclusions were that: 1) the concept of treating the school as an organizational entity and developing a process for ongoing planning and review with staff involvement is sound; 2) the creation of school based planning and change is difficult; 3) the fact that planning groups can be formed, even though they may not immediately cause instructional improvement, is hopeful; 4) there is little evidence that the most needy students will be overlooked in school-based improvement plans, although more serious risks lie at the district level and disadvantaged schools require more resources; 5) the kinds of knowledge, skills and actions essential to instructional leadership can be used as criteria for identifying and training local staff as change agents and to develop and expand preservice training programs. (CG)

ED 262 120 UD 024 449

Delores Ross, et al., Plaintiffs, and United States of America, Plaintiff-Intervenors and Nick Estrada, et al., Plaintiff-Intervenors vs. Houston Independent School District, et al., Defendants. C.A. No. 10444. Settlement Agreement.

District Court, Houston, Tex. Southern District of Texas.

PUB DATE- 84
NOTE- 16p.; For related document, see ED 117 207.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Affirmative Action; Bilingual Teacher Aides; Bilingual Teachers; *Compliance (Legal); *Court Litigation; Dropout Prevention; Elementary Secondary Education; *Equal Opportunities (Jobs); *Hispanic Americans; Legal Responsibility; *Magnet Schools; Tutorial Programs
IDENTIFIERS- *Houston Independent School District TX

This Civil Action (C.A.) settlement agreement concerns employment policies (specifically of minorities), student transfers, boundary changes and new school construction, facilities and supplies, instructional programming, the dropout rate, and retention of the Voluntary Interdistrict Education Plan. These concerns are related to the increase of equal opportunity for Hispanic teachers and students. Monitoring of the HISD's compliance with this agreement and communication between various segments of the community and the principals, counselors, teachers, the General Superintendent, and the Board of Education are outlined as well as reporting procedures and term. (CG)

ED 262 121 UD 024 451

Orum, Lori S.
The Education of Hispanics: Selected Statistics.
National Council of La Raza, Washington, D.C.
PUB DATE- Jul 85
NOTE- 47p.
AVAILABLE FROM- National Council of La Raza, 20 F Street, N.W., Washington, DC 20001 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - General (140)
DESCRIPTORS- *Age Grade Placement; College Attendance; College Preparation; *Demography; Dropout Rate; *Educational Attainment; Elementary Secondary Education; *Enrollment; Ethnic Groups; Geographic Distribution; *Hispanic Americans; Limited English Speaking; Occupational Aspiration; Population Trends; Postsecondary Education; School Segregation; Socioeconomic Status; *Student Educational Objectives

Statistics on the educational status of Hispanic Americans are provided in this booklet. Primary focus is placed on participation in elementary and secondary schools, and on the factors that prevent school completion and access to higher education. High dropout rates, frequent below-grade-level enrollment, and an intensification of these problems among children of limited-English proficiency are some features of the Hispanic educational experience illustrated in the overview. The report is divided into six sections: (1) Demographic Overview; (2) School Enrollment; (3) Educational Condition; (4) Aspirations and Expectations; (5) Segregation; and (6) Postsecondary Education. Each section contains tables, charts, and commentary. A brief introduction asserts that the existing data reveal that Hispanics do not benefit from or participate in the nation's educational system to the same degree as other population groups; from kindergarten through college, proportionately fewer Hispanics than either Blacks or Whites are enrolled in schools. Furthermore, national data indicate that one-third of all Hispanics aged 18-21 have dropped out of high school, and emerging local data suggest that the proportion in some urban areas may be more than twice as high. Of Hispanics 25 and over, only 45.3% are high school graduates, and only 7.9% have completed college. (KH)

ED 262 122 UD 024 452

Joseph, Carole Berotte; Blot, Richard K.

Project HAPTT: Haitian Parent and Teacher Training Program. Program Evaluation, 1st Year . Final Report

City Univ. of New York, N.Y. City Coll.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 2 Sep 82
NOTE- 31p.; For 2nd and 3rd year reports, see UD 024 453-454.
GRANT- G008102467
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; *Bilingual Teachers; Haitian Creole; *Haitians; Higher Education; Immigrants; Limited English Speaking; *Parent Education; Parent School Relationship; Program Effectiveness; Programing (Broadcast); Student Needs; Teacher Education; *Teacher Education Programs
IDENTIFIERS- *Haitian Parent and Teacher Training Program NY; New York (New York)

Project HAPTT (Haitian Parent-Teacher Training) is a training program for educators and members of the New York community who work with limited English proficient Haitian students in Haitian Creole/French-English bilingual programs. The project is comprised of two components: the Parent Training Institute (which helps parents acquire skills to assist their children in the educational process) and the College Component (which identifies and assists Haitian Americans who have an interest in pursuing a career in education). Both components were evaluated in 1981-82, the first year of Project HAPTT. The evaluation of the college component focused on: the recruitment and hiring of staff; the recruitment and screening of prospective trainees; the course of study offered; and the general success of the program. By the end of the year, all trainees were found to have a good understanding of their responsibilities as part of the program, the goals of bilingual education, and the needs of the Haitian community. The evaluators also found that the Parent Component was highly successful in meeting its first-year goals. It concentrated its efforts on gathering and disseminating information, developing materials, preparing and holding workshops and conferences, and producing radio programs. Despite its overall success, the parent outreach activities encountered difficulties in the area of radio programming. During the year of the evaluation, a Project Advisory Committee was formed to discuss the Project's progress and to identify concerns and goals. (This paper concludes with a list of workshops and special training sessions held, and materials prepared, by Project HAPTT in 1981-82.) (KH)

DOCUMENT RESUME

ED 262 123 UD 024 453

Joseph, Carole Berotte; Blot, Richard K.
Project HAPTT: Haitian Parent and Teacher Training Program. Program Evaluation, 2nd Year. Final Report.
City Univ. of New York, N.Y. City Coll.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 30 Nov 83
NOTE- 39p.; For 1st and 3rd year report, see UD 024 452-454.
GRANT- G008102467
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education; *Bilingual Teachers; Haitian Creole; *Haitians; Higher Education; Immigrants; Limited English Speaking; *Parent Education; *Parent School Relationship; Program Effectiveness; Student Needs; Teacher Education; *Teacher Education Programs
IDENTIFIERS- *Haitian Parent and Teacher Training Program NY; New York (New York)

Project HAPTT (Haitian Parent-Teacher Training) is a training program for educators and community members in New York City who work with limited-English proficient Haitian students in Haitian Creole/French-English bilingual programs. The project represents a comprehensive effort to attack the problems encountered by Haitian students and parents in the New York public school system. This evaluation of the second year of Project HAPTT's operation at City College of New York was conducted using information gathered from September 1982, to August 1983. The evaluators found that the Project continued to function much as it did during the first year, and complied with the specifications of its grant proposals. The first of the Project's two major divisions, the College Component, assists college students interested in education to get special training towards a bachelors degree in elementary education, with a bilingual (Haitian-Creole) concentration. The achievement levels of the 1982-83 freshmen were found to be well above average, and all the students interviewed praised the help and concern of Project staff. All the courses developed by the Project were found to have been completely institutionalized, ensuring that the degree program will continue to be offered after the grant period. The second major component of the Project, which attempts to provide Haitian parents with the skills they need to meet their responsibilities, consists largely of outreach activities. The evaluators found that the links between this component and the Training Component were continuing to increase, especially as trainees have become more involved in outreach. Under the leadership of HAPTT's Advisory Committee, the Parent Component launched a campaign to focus community attention on the needs of Haitian children, entitled "The Haitian Child: Struggling for a Future." (KH)

ED 262 124 UD 024 454

Joseph, Carole Berotte; Blot, Richard K.
Project HAPTT: Haitian Parent and Teacher Training Program. Program Evaluation, 3rd Year. Final Report.
City Univ. of New York, N.Y. City Coll.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 30 Nov 84
NOTE- 50p.; Document may not reproduce well due to light print; For 1st and 2nd year reports, see UD 024 452-453.
GRANT- 008102467
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Advocacy; *Bilingual Education Programs; Bilingual Instructional Materials; *Bilingual Teachers; Haitian Creole; *Haitians; Higher Education; Immigrants; Limited English Speaking; *Parent Education; *Parent School Relationship; Program Effectiveness; Student Needs; Teacher Education; *Teacher Education Programs
IDENTIFIERS- *Haitian Parent and Teacher Training Program NY; New York (New York)

The third and final year of Project HAPTT (Haitian Parent and Teacher Training), 1983-84, is evaluated in this report. Project HAPTT is a program of training for educators and New York City community members who work with limited English proficient Haitian students in Haitian Creole/French-English bilingual programs. The first part of the paper describes why and how Project HAPTT was established to attack the problems of Haitian students and parents in the New York City public school system. Next, the Project staff is discussed: no staff changes for 1983-84 are reported, and a recommended increase of staff size was not implemented due to the necessity of locating funding. Evaluated next is the College Component of the project, which assists students interested in education in developing a Creole-Haitian concentration. It functioned as successfully as it had previously. The only major shift in emphasis, it is reported, was in the completion of the process of institutionalizing the Project courses. The discussion of the College Component next focuses on the achievement of the 31 students to whom the Project provided guidance. The remainder of the report deals with activities carried out by the Project's Advisory Council and its Parent Component, which disseminates information to Haitian parents. Conferences, workshops, meetings, and interactions with other institutions are also described. The findings of a survey of Haitian students in public and private schools are summarized. The evaluation concludes with recommendations for the Project's funding agency. An appendix includes the agenda and a list of organizers of the Project-sponsored Symposium on Haitian Creole. (KH)

ED 262 125 UD 024 455

Orum, Lori S.
Testimony Presented to the House Postsecondary Education Subcommittee on the Reauthorization of Title I of the Higher Education Act.
National Council of La Raza, Washington, D.C.
PUB DATE- 5 Sep 85
NOTE- 8p.; Paper presented for Raul Yzaguirre, President of the National Council of La Raza, on behalf of the Hispanic Higher Education Coalition.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; Adult Education; Adult Literacy; College Attendance; *Continuing Education; Educational Legislation; Educationally Disadvantaged; *Federal Aid; Federal Programs; *Hispanic Americans; Postsecondary Education; *Student Needs
IDENTIFIERS- *Haitian Parent and Teacher Training Program NY

The National Council of La Raza's position on the reauthorization of Title I of the Higher Education Act is detailed in this paper, which was presented as testimony to the House Postsecondary Education Subcommittee. The paper begins by concurring with the assessment that, as long as Title I remains a largely untargeted program which serves students who probably do not need Federal assistance to upgrade their education and employment skills,

Congress should not divert scarce funds to make monies available. An argument is presented next that certain disadvantaged groups (particularly Hispanics) do, however, have a significant need for continuing education programs at the postsecondary level. To support this assertion, data on the under-education of Hispanic Americans is outlined. In general, it is said, a large portion of Hispanic adults are not adequately served by the postsecondary education system because of poor academic preparation, marginal levels of literacy, and lack of financial resources for full-time attendance at four-year colleges and universities. Following this discussion, six changes in Title I legislation are recommended. These emphasize the importance of targeting traditionally underrepresented groups; evaluating the ways in which postsecondary education is limited by race, language, sex, and age; encouraging the participation of community-based organizations in funded programs; and the provision of preservice training for child care workers and volunteer training for literacy projects. The paper's conclusion re-asserts the great need for continuing education programs aimed at Hispanic adults. (KH)

ED 262 126 UD 024 457

Desegregation and Bilingual Education--Partners in Quality Education. Conference Proceedings (San Diego, California, April 2-3, 1981).

California State Dept. of Education, Sacramento. Bureau of Adult Education.

PUB DATE- 83
NOTE- 54p.
AVAILABLE FROM- Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 ($4.25).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140)
DESCRIPTORS- *Bilingual Education; Bilingual Education Programs; Compliance (Legal); Desegregation Effects; Desegregation Litigation; *Desegregation Methods; Elementary Secondary Education; *Equal Education; Ethnic Bias; Federal Programs; *Hispanic Americans; *Program Effectiveness; School Desegregation; State Departments of Education; *State School District Relationship
IDENTIFIERS- California; Status Equalization

This booklet presents the proceedings of a conference on the relationship between bilingual education and desegregation in California. The topics covered by the speakers at the general session were: (1) Desegregation and Bilingual Education: A National Perspective; (2) Legal Requirements Related to Desegregation and Bilingual Education; (3) Role of State Leadership in Achieving Partnership Between Desegregation and Bilingual Education; (4) Assistance Available to Local Educational Agencies; and (5) Citizens Who Can Function Effectively. These speeches were followed by six work sessions. The first gave four minority viewpoints on the problem of desegregation and bilingual education in the participants' individual communities. The second was on how to build a support system for bilingual education in an integrated school system, focusing on case study examples and emphasizing the need for status equalization between students with different ethnic and language backgrounds. The third session was on the observations of one speaker who had toured the country examining different desegregation and language assistance programs. Three examples are given of programs the speaker found effective. In the fourth session the speaker discusses what California children are entitled to and what they receive in terms of equal access to equal education. The fifth session concerns the factors that positively and negatively affect desegregation and bilingual education programs. The sixth concerns convincing parents, principals and the community of the value of an integrated education. (CG)

ED 262 127 UD 024 458

Martinez, Michael E.
Educational Opportunity for Underrepresented Minority Students in California: Comparisons with Other States.
PUB DATE- Sep 85
NOTE- 80p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Academic Achievement; Access to Education; Affirmative Action; American Indians; Asian Americans; Blacks; *College Admission; *College Entrance Examinations; *Demography; *Educational Attainment; Enrollment; Equal Education; Hispanic Americans; Limited English Speaking; Low Income Groups; *Minority Groups; Parent Background; Postsecondary Education; Secondary Education; Students; *Underachievement
IDENTIFIERS- *California

This report compares California with other states in how the problem of low achievement by minority students is being confronted. The severity of the achievement gap is assessed, as well as the steps being taken to close the gap. The topics considered are: (1) the changing demographic profile of racial and ethnic minorities in California; graduation rates; correlates of the achievement gap such as unemployment, juvenile delinquency, and criminality; and the moral and practical needs for change; (2) educational disadvantages of ethnic and racial minority students (education level of parents of SAT examinees; family income; English deficiency; subjects studied in high school; proportion of examinees in a college preparatory program; and the deleterious effects of tracking); (3) minority representation and scoring on college entrance examinations (test scores by race and ethnicity; effects of increased minority representation among examinees; encouraging minority students to take college entrance tests); (4) the establishment of equitable college admissions requirements, with emphasis on California; (5) data from community colleges, four year colleges, graduate schools, and professional schools in California on minority representation and success; and (6) selected efforts to increase minority representation in California and other states. On many measures of progress toward equal representation among achievers, California was one of the best among comparable states. Black Californians are fairly well represented in colleges, but Hispanics are severely underrepresented at all levels of postsecondary education. It is noted that the numbers of minority students aspiring to higher education are increasing and that college admission test scores are on the rise for minority groups. Further, many groups, universities, and testing organizations are attempting to improve the situation. (CG)

ED 262 128 UD 024 464

Tomasi, Lydio F., Ed.
In Defense of the Alien. Volume VII. Immigration Reform and Refugee Developments. Proceedings of the Center for Migration Studies Annual National Legal Conference on Immigration and Refugee Policy (7th, Washington, DC, March 29-30, 1984).
Center for Migration Studies, Inc., Staten Island, N.Y.
REPORT NO.- ISBN-913256-75-1
PUB DATE- 85
NOTE- 169p.
AVAILABLE FROM- Center for Migration Studies of New York, Inc., 209 Flagg Place, Staten Island, NY 10304 ($14.95 copy, 20% discount 10 or more).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Books (010)
DESCRIPTORS- *Church Programs; *Federal Legislation; *Immigrants; Law Enforcement; Migrant Programs; Migrant Workers; Migration; *Public Policy; *Refugees; *Undocumented Immigrants
IDENTIFIERS- El Salvador; *Immigration Law

The proceedings of the 1984 Annual National Legal Conference on Immigration and Refugee Policy are collected in this book. Following a brief introduction, 16 papers are presented under three major headings: Immigration Legislation Reform; Immigration Legislation Practice; and Refugees: Policy and Legal Developments. The papers (and their authors) are: (1) "What is the Immigration Reform and Control Act?" (James Hoffman); (2) "The Political Parameters of H.R. 1510" (Dale Frederick Swartz); (3) "Presentation on Simpson-Mazzoli" (Richard Fajardo); (4) "Florida Coalitions and the Expansion of the H-2 Program: A Personal Witness" (Frank O'Loughlin); (5) "Rights of Immigrants Under International Laws" (Peter A. Schey); (6) "New Grounds for Undocumented Aliens Plowed by the Courts" (Maurice Roberts); (7) "Extended Detention and Detention Facilities" (Austin T. Fragomen, Jr.); (8) "Enforcing the Immigration Law: Now and After Simpson-Mazzoli" (Edwin Harwood); (9) "Shifts in Refugee Programs: Overseas Assistance vs. Domestic Admissions" (James N. Purcell, Jr.); (10) "Early Warning of Forced Migration" (Leon Gordenker); (11) "Some Reflections on the Protection of Refugees from Armed Conflict Situations" (G.J.L. Coles); (12) "Comments on the Presentations by James Purcell, Leon Gordenker and Gervaise Coles" (Dennis Gallagher and Arthur C. Helton); (13) "Church Sanctuary: Historical Roots and Contemporary Practice" (Richard H. Feen); (14) "Sanctuary: An Impasse" (David Brooks Arnold); (15) "Admission of Refugees under the Revised Immigration and Nationality Act" (Diana Zanetti); (16) "The Politics of Salvadoran Refugees" (Leonel Gomez). The conference program is appended. (KH)

ED 262 129 UD 024 466

Hawaiian Studies Curriculum Guide. Grades K-1.

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

PUB DATE- Dec 83

NOTE- 316p.; For the Curriculum Guides for Grades 2, 3, and 4, see UD 024 467-468, and ED 255 597.

LANGUAGE- English

EDRS Price - MF01/PC13 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Community Resources; *Cultural Awareness; *Cultural Education; *Early Childhood Education; Grade 1; Hawaiian; *Hawaiians; Instructional Materials; Kindergarten; *Learning Activities; Pacific Americans; *Teacher Aides; Vocabulary

IDENTIFIERS- *Hawaii

This curriculum guide suggests activities and educational experiences within a Hawaiian cultural context for kindergarten and Grade 1 students in Hawaiian schools. First, an introduction discusses the contents of the guide, the relationship of the classroom teacher and the kupuna (Hawaiian-speaking elder); the identification and scheduling of Kupunas; and how to use the guide. The remainder of the guide is divided into two major sections. Each is preceded by an overview which outlines the subject areas into which Hawaiian Studies instruction is integrated; the emphases or major lesson topics taken up within each subject area; the learning objectives addressed by the instructional activities; and a key to the unit's appendices, which provide cultural information to supplement the activities. The activities in Unit I focus on the "self" and the immediate environment. They are said to give children opportunities to investigate and experience feelings and ideas and then to determine whether they are acceptable within classroom and home situations. The activities of Unit II involve the children in experiences dealing with the "'ohana" (family) by having them identify roles, functions, dependencies, rights, responsibilities, occupations, and other cultural characteristics of the 'ohana. Two general appendices include a basic Hawaiian vocabulary list, and a selection of maps. (KH)

ED 262 130 UD 024 467

Hawaiian Studies Curriculum Guide. Grade 2.

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

PUB DATE- May 84
NOTE- 395p.; For the Curriculum Guides for Grades K-1, 3, and 4, see UD 024 467, UD 024 469, and ED 255 597.
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cultural Awareness; *Cultural Education; Elementary Education; *Grade 2; *Hawaiian; *Hawaiians; Instructional Materials; *Learning Activities; Pacific Americans; Teacher Aides; Vocabulary
IDENTIFIERS- *Hawaii

This curriculum guide suggests activities and educational experiences within a Hawaiian cultural context for Grade 2 students in Hawaiian schools. First, an introduction discusses the contents of the guide; the relationship of the classroom teacher and the kupuna (Hawaiian-speaking elder); the identification and scheduling of kupunas; and how to use the guide. The remainder of the text is divided into two major units. Each is preceded by an overview which outlines the subject areas into which Hawaiian Studies instruction is integrated; the emphases or major lesson topics taken up within each subject area; the learning objectives addressed by the instructional activities; and a key to the unit's appendices, which provide cultural information to supplement the activities. In Unit I, the activities focus on an in-depth study of the characteristics of the community and the interdependence within the community. The children are asked to investigate and familiarize themselves with community helpers, the goods and services they provide, and how life in the community today is similar to or different from that of an earlier Hawaii. In Unit II, the activities center on factors involved in community living. The children are asked to study natural resources, their availability and importance in the life of the community, and people's influence on the use and management of natural resources in the community. General appendices include a basic Hawaiian vocabulary, a bibliography, and an index to songs and chants cited in the main text. (KH)

ED 262 131 UD 024 468

Hawaiian Studies Curriculum Guide. Grade 3.

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

PUB DATE- Jan 85

NOTE- 517p.; For the Curriculum Guides for Grades K-1, 2, and 4, see UD 024 466-467, and ED 255 597.

LANGUAGE- English

EDRS Price - MF02/PC21 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Cultural Awareness; *Cultural Education; Elementary Education; *Environmental Education; Geography; *Grade 3; *Hawaiian; Hawaiians; Instructional Materials; *Learning Activities; Pacific Americans

IDENTIFIERS- *Hawaii

This curriculum guide suggests activities and educational experiences within a Hawaiian cultural context for Grade 3 students in Hawaiian schools. First, an introduction discusses the contents of the guide; the relationship of classroom teacher and the kupuna (Hawaiian-speaking elder); the identification and scheduling of Kupunas; and how to use the guide. The remainder of the text is divided into two major units. Each is preceded by an overview which outlines the subject areas into which Hawaiian Studies instruction is integrated; the emphases or major lesson topics taken up within each subject area; the learning objectives addressed by the instructional activities; and a key to the unit's appendices, which provide cultural information to supplement the activities. Unit I focuses on the location of Hawaii as one of the many groups of islands in the Pacific Ocean. The learning activities suggested are intended to teach children about place names, flora and fauna, songs, and historical facts about their community, so that they learn to formulate generalizations about location, adaptation, utilization, and conservation of their Hawaiian environment. Unit II presents activities which immerse children in the study of diverse urban and rural communities in Hawaii. The activities promote the study of factors that influence the start and growth of communities in Hawaii and elsewhere in the world, the ecosystem, environmental ethics and economics, and the adaptation of animals and plants to the various environments found in Hawaii. General appendices include a basic Hawaiian vocabulary list, discussions of the concepts of self and "'ohana" (family-based community); a bibliography and discography; and a list of songs cited in the text. (KH)

ED 262 132 UD 024 469

Sunset Review Report on the Demonstration Programs in Reading and Mathematics. A Report to the California Legislature as Required by Education Code Section 62006.

California State Dept. of Education, Sacramento. Planning, Evaluation, and Research Div.

PUB DATE- 84
NOTE- 35p.
AVAILABLE FROM- Bureau of Publications, State Department of Education, 721 Capitol Mall, Sacramento, CA 95814.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Cost Effectiveness; *Demonstration Programs; *Diffusion (Communication); Disadvantaged Environment; *Disadvantaged Youth; Evaluation Methods; Information Dissemination; Junior High Schools; Low Achievement; Low Income Groups; *Mathematics Instruction; Program Effectiveness; Program Evaluation; *Reading Instruction; State Programs
IDENTIFIERS- *California Demonstration Program in Mathematics; *California Demonstration Program in Reading; California State Department of Education

California's demonstration programs in reading and mathematics are the State's only educational programs whose funds are used exclusively to serve low-achieving students from disadvantaged areas at the junior high-middle school level. The purpose of the programs is threefold: to establish exemplary programs in reading and mathematics instruction in Grades 7, 8, and 9; to develop the reading and mathematics competence of low-achieving students; and to disseminate these successful practices to other educators. The findings of a series of annual reports submitted to the Legislature since 1970 show that the demonstration programs have adhered closely to the legislative mandate in serving those students in disadvantaged areas. They also show that low-achieving students in reading and mathematics can equal or surpass expected standards of achievement as the result of the programs' intervention. The report shows, moreover, that the demonstration programs have operated with increasing efficiency over the years, both in use of funds and in promoting student achievement. Finally, the demonstration programs' information and materials have been extensively adapted and utilized by other educational professionals throughout California as the result of dissemination activities. The State Department of Education recommends that the current demonstration programs in reading and mathematics be continued because they have been effective in promoting student achievement. Further, the legislature should consider three additional options: (1) obtaining new information on demonstration program practices; (2) expanding these practices to new schools; and (3) developing new demonstration programs in other curricular areas. (KH)

ED 262 133 UD 024 470

Kennedy, Mary M.
The National Assessment of the Chapter 1 Program.
PUB DATE- Apr 85
NOTE- 12p.; Paper presented at the annual meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Evaluation Criteria; *Evaluation Needs; Federal Legislation; *Federal Programs; Government School Relationship; *Program Effectiveness; *Program Evaluation; Program Implementation
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1

Evaluations of Chapter 1 programs usually center on one of three questions: (1) Does the program constitute an appropriate Federal investment? (2) Does the program have the potential to benefit students? and (3) Is the program feasible enough to implement? Often, evaluators and legislators disagree over which of these questions is most important. In the case of Chapter 1, getting the money to the right children is an outcome of great interest, and many congressmen assume that once that is accomplished, it is up to the district to see that the funds are used effectively. At the moment, the most asked question concerns whether and how well a proposed program can be implemented. This is evident in the National Institute of Education's (NIE) mandate to study the reauthorization of Chapter 1: of the seven items of information requested by Congress, six concerned implementation, and only one concerned effectiveness. It is likely that the 1987 reauthorization hearings will reflect this configuration of questions. Thus, the NIE study will focus on four implementation questions (administration, targeting, program design, and services). This study differs from others in its efforts to review existing evidence (rather than gathering new data) and in the design of its implementation study, which emphasizes the way context can influence the fate of the Chapter 1 program. Two very different kinds of contexts can have an impact: (1) local organization factors and the management and budgetary constraints faced by Chapter 1 directors, and (2) the educational "mood" of the district, and nation, regarding the desired direction of education. (KH)

ED 262 134 UD 024 471

Bell, Darnell
For Square Pegs Only. An Inner City Primary Prevention Curriculum Featuring Creative Writing Assignments Focused on the Themes of Values Clarification, Self-Concept, Feelings Validation, Cultural Awareness, and Decision-Making Skills.
PUB DATE- 85
NOTE- 177p.
AVAILABLE FROM- Darnell Bell, 1576 East King Jr. Blvd., Los Angeles, CA 90011 ($25.00).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cultural Awareness; *Decision Making Skills; Drug Abuse; Elementary Secondary Education; *High Risk Students; Instructional Materials; *Minority Groups; Prevention; Relevance (Education); *Self Concept; Student Attitudes; *Urban Youth; *Values Clarification

This curriculum resource book provides activities in affective education which are designed to foster the strengthening of self-esteem and intrapersonal and interpersonal skills. The major goal of the program is to foster a life style which excludes substance abuse. It is also asserted that skills associated with the affective domain play a central role in the educational process, thus affective education is seen as relevant not to just "high risk" students, but to all students. "For Square Pegs Only" is designed especially for minority inner city youth. More than 80 activity worksheets, most of which involve creative writing, are included. These are organized under five subject headings: (1) Self Concept Activities; (2) Feelings Validation Activities; (3) Cultural Awareness Activities; (4) Decision Making Activities; and (5) Values Clarification Activities. Each section begins with an overall description of the activities, their objectives, and procedures for carrying them out. (KH)

DOCUMENT RESUME

ED 262 135 UD 024 472

Amir, Yehuda; Ben-Ari, Rachel
Cognitive Cultural Learning, Intergroup Contact and Change in Ethnic Attitudes and Relations.
PUB DATE- Oct 83
NOTE- 14p.; Paper presented at the International Conference on Group Processes and Intergroup Conflict (Shfaim, Israel, October 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Arabs; *Attitude Change; Attitudes; Cultural Images; *Culture Contact; *Ethnic Relations; Improvement; Intergroup Relations; *Jews; Tourism; *Travel
IDENTIFIERS- Egypt; Israel; *Israelis

This study was designed to test the assumption that intergroup contact will lead to changes in attitudes. The objectives were to assess the attitudes and perceptions held by Israelis regarding Eqypt and Eqyptians, and to evaluate the pattern of change occurring in these attitudes and perceptions following an intervention program and subsequent contact with Egyptians during a standard tour of their country. The subjects were 662 (Jewish) Israelis visiting Egypt on 16 organized tours. There were two groups--an experimental group which was exposed to programs designed to improve Israelis' perceptions of Egyptians and a control group which was not exposed. The results indicated that there were two factors included in the participants' attitudes: 1) a general attitude that included emotional reactions and cognitive evaluations, and 2) political reactions which included opinions concerning the nature and feasibility of the Israeli-Egyptian peace process. For the control group the changes in these attitudes as a consequence of contact with Egyptians showed a negative trend in the general attitude and no change in the political attitude. Regarding the Israelis' perception of the Egyptian, there was a negative change in the intellectual-competence aspect and a positive change in the personal-social dimension. The changes were congruent with the initial attitudes held by the participants. For the experimental group it was clear that the various programs to which they were exposed had a positive effect on their personal-social attitudes towards Egyptians. In this group again, however, the political attitudes were not significantly altered. A reference list and tables showing the attitude changes on a scale from 1-4 are included. (CG)

ED 262 136 UD 024 474

Douglas, Harry E., III, Comp.
Partnerships in Health Promotion for Black Americans. Proceedings of the Annual Meeting of the National Society of Allied Health (Virginia Beach, VA, March 29-30, 1985).
Charles R. Drew Postgraduate Medical School, Los Angeles, Calif.
SPONS. AGENCY- Health Resources Administration (DHHS/PHS), Hyattsville, Md.
PUB DATE- May 85
NOTE- 158p.
CONTRACT- HRSA-85-394(P)
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Allied Health Occupations; Allied Health Personnel; *Blacks; Business Responsibility; Church Programs; Community Influence; Consumer Education; Health Education; *Health Programs; Job Training; *Medical Services; Minority Groups; *Participative Decision Making; *Preventive Medicine; Problem Solving; Professional Autonomy; Psychiatry; Public Health Legislation; Public Policy; Research Needs

This conference report of the National Society of Allied Health focusses on the theme of health promotion for black Americans, with emphasis on creating cooperative partnerships to address the various social and environmental conditions adversely affecting minority group health status. The keynote speaker provided an historical perspective on health care status of Black and other minorities in America. He pointed out that while health status has improved over the past 85 years for Americans in general, Blacks and other minorities remain far behind on a number of key health status indicators. The report was divided into three sections: 1) health promotion from the community, consumer and religious perspective (This section provided insights and models for improving health status through measures such as holistic insight, education, personal awareness, and the historical need for Blacks to pull together.); 2) health promotion from the business, education and the professional perspectives (It was suggested that the business community best understands the benefits of establishing partnerships to promote health care and that it is tied to economic self-interest for both the business community and the minority health consumer.); 3) research and political perspectives (This section included information on the impact of professional regulation on minority employment in allied health and on Hill-Burton obligations to assure adequate care to poor and rural persons.) The recommendations from the speakers on these topics were that minorities should be more actively involved in health research and that the causes of high infant mortality among Blacks should not be further researched but rather dealt with by action programs designed to close the health status gap. The report closes with listings of the participants, including short descriptions of their professional affiliations. (CG)

ED 262 137 UD 024 475

Na Mele Ho Ona Auao (The Songs That Instruct). Hawaiian Studies Music Resource Book.

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

PUB DATE- Feb 85
NOTE- 352p.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Audiodisc Recordings; Cultural Education; *Folk Culture; Hawaiian; *Hawaiians; *Music Activities; Musical Instruments; Music Education; Translation

This music resource book is a compilation of traditional Hawaiian mele (songs) for use as a tool in music instruction and as a means to educate students in both the Hawaiian language and in various aspects of Hawaiian culture. Music and words are provided for each song as well as an English translation. The first section is comprised of songs or chants used in the Hawaiian Studies Curriculum Guides. The second section contains songs composed expressly for use in the Hawaiian Studies Program. The majority of these were composed by the noted Hawaiian composer, Keli'i Tau'a. The section also includes selections composed by teachers and community elders. These Hawaiian poems were set to melodies either original or borrowed from familiar Hawaiian tunes, popular Haole songs, or nursery rhymes. The third section consists of songs not included in the instructional activities of the curriculum guides but which are suggested as enhancements of the curriculum. The songs are followed by appendices which 1) list all the songs included in the Hawaiian Studies Curriculum Guides along with suggested grade level suitability, 2) give the 'Ukulele chords and finger placements, 3) cross reference all the songs in the book in 26 categories, alphabetically, 4) list record companies and album titles which include some of the songs in the book, 5) list a bibliography, 6) list videos available for teachers using Hawaiian music, and 7) list and describe Hawaiian musical instruments. (CG)

Amir, Yehuda
Equality, Equity and Excellence in Israel's Junior High Schools: Likelihood or Illusion.
PUB DATE- 84
NOTE- 13p.; Paper presented at the International Conference on Education in the 90's (1st, Tel-Aviv, Israel, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Busing; Educationally Disadvantaged; *Educational Objectives; *Educational Quality; *Equal Education; Heterogeneous Grouping; Junior High Schools; *Junior High School Students; Low Income Groups; Outcomes of Education; Peer Relationship; School Organization; *Social Integration; Track System (Education)
IDENTIFIERS- *Israel

This paper evaluates whether both equality or equity and excellence can be achieved in the present Israeli junior high schools. While academic goals are high and are, at least to some extent, achieved, the goal of providing an equitable education for students of lower socio-economic backgrounds and different ethnic backgrounds is not achieved. In many ways the emphasis on academic excellence creates problems for disadvantaged students in that teachers feel that the greater the academic input, the greater the progress for advantaged and disadvantaged students alike. However, there are no special programs for disadvantaged students and therefore the students have no opportunity to improve. Furthermore, the transfer to junior high school involves, in most cases, busing which has a negative impact on the disadvantaged students' ability to participate in extracurricular activities, and a homeroom in which disadvantaged students are in a minority and must reject their disadvantaged peers in order to gain acceptance by the advantaged students. The author finds that the tracking system poses further problems--students are all required to take the same subjects, offered at three levels of achievement. This means that frequently disadvantaged students are studying material which will be of absolutely no use to them when they progress to a vocational high school. The disadvantaged students enter the junior high school with high expectations which are usually not met and thus contribute to a problem of negative attitude. It is recommended that administrators and policy makers consider new methods for effectively handling learning and social relations in the classroom. (CG)

ED 262 139 UD 024 481

Moore, Kristin A.; And Others

Children of Teen Parents: Heterogeneity of Outcomes.

PUB DATE- 85
NOTE- 18p.; Some pages may not reproduce well due to small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Birth Order; Dropouts; *Early Parenthood; Elementary Secondary Education; Minority Groups; *Mothers; *Outcomes of Education; Out of School Youth; *Parent Influence; *Racial Differences; Socioeconomic Influences

This report is based on evidence that despite the negative outcomes so often associated with early childbearing, not all teenage parents experience difficult lives. Given the heterogeneity of outcomes among teenage parents and their children, the issue addressed in the research is to identify the factors that explain variations in academic achievement and school performance among the children of teen parents. Data are from the 1976 National Survey of Children. Analyses were conducted separately by race and birth order, and by whether or not the teenage mother had dropped out of school prior to becoming pregnant. Social and economic variables were controlled for. Results indicate that predictors of vocabulary score include mother's age at first birth, her education, income, and the child's number of siblings. Whether the mother was enrolled in school when she became pregnant has a very strong association with her child's subsequent vocabulary score. It is not clear what it is about being a drop-out that results in poorer outcomes for children. One conclusion of the research is that out-of-school adolescents are a high risk group that should be of particular concern to those planning pregnancy prevention efforts, but they may be especially difficult to reach. (CR)

ED 262 140 UD 024 482

Institutionalized Facilities Program, 1983-84. E.C.I.A. Chapter 1, Part B. Final Evaluation Report.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

PUB DATE- May 85
NOTE- 32p.; For related document, see ED 250 435.
AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston Street, Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Career Education; *Daily Living Skills; *Delinquency; Disabilities; Drug Abuse; *Educationally Disadvantaged; Elementary Secondary Education; Institutionalized Persons; Pregnant Students; Program Effectiveness; Program Implementation; *Residential Programs; *Special Education; Supplementary Education
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; *Institutionalized Facilities Program NY; New York City Board of Education

In 1983-84, the Education Consolidation Improvement Act (E.C.I.A.), Chapter 1, Part B Institutionalized Facilities Program was sponsored jointly by the Division of Special Education and, for the first time, the Division of the High Schools of the New York City Public Schools. The program provided supplementary career education and daily living skills instruction to 4,503 students residing in facilities for neglected and delinquent children and adolescents. Analyses of pupil achievement data showed that the program was very effective in meeting its proposed goals: the large majority (88%) of participating students attained the achievement objective of mastery of at least 80% of their short-term instructional objectives within the expected period of time. The program was effectively implemented at all sites visited by field consultants. In response to recommendations from previous cycles, the program strengthened pre-planning. In addition, based on findings from the 1982-83 evaluation, career education for higher functioning students was expanded to include supplementary objectives. It is recommended that the program continue to emphasize short-term planning and ongoing assessment, continue to provide expanded, supplementary instruction to the highest functioning students, and explore the possibility of field trips to potential employment locations for students. (Author/KH)

ED 262 141 UD 024 483

Curriculum Consolidation in Alternative High Schools, 1983-84.
Chapter I/P.S.E.N. Final Evaluation Report.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
PUB DATE- 85
NOTE- 16p.
AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston Street, Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Curriculum Development; Dropouts; *High Risk Students; High Schools; *Nontraditional Education; Potential Dropouts; Program Effectiveness; Program Implementation; *Staff Development; *Teacher Developed Materials; *Teacher Participation; Teacher Role
IDENTIFIERS- *New York City Board of Education

Of the 110 public high schools in New York City, 11 are alternative high schools serving students who have been identified as "high risk," particularly dropouts and potential dropouts, as well as students who would benefit from learning environments and options not offered in comprehensive high schools. In 1984, the Curriculum Consolidation Program was implemented at these schools. To enable staff to review alternative high school curriculum in order to identify exemplary programs, the program coordinator set up an alternative high school conference, interschool informational workshops, and seminars that focused on curriculum and staff development. Staff developed or adapted curricula which encouraged active student participation. The coordinator compiled a curriculum guide containing descriptions of available curricula and distributed it to all alternative schools. While most of the curricula were developed by teachers from a single school, several were products of interschool efforts. All seminar meetings served as a form of staff development. In addition, staff from four schools worked in discrete staff development projects. In its one semester of operation, this project has begun a process that is likely to have an important positive effect on alternative school students. It is recommended that: (1) the curriculum guide be distributed to the traditional high schools; (2) conferences be planned for an entire day to allow adequate time for workshop participation; and (3) a longitudinal study be developed to tally the number of requests for various curricula, assess rates of implementation of the new curricula, and survey qualitative responses of staff and student users. (Author/KH)

ED 262 142 UD 024 484

John Jay High School Project TRIUNFE, 1983-1984. O.E.A. Evaluation Section Report.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

PUB DATE- 85
NOTE- 62p.
GRANT- G00-830-2799
AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston Street, Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Asian Americans; *Bilingual Education Programs; *Computer Assisted Instruction; *Computer Literacy; English (Second Language); Haitians; High Schools; *Hispanic Americans; Limited English Speaking; Native Language Instruction; *Program Effectiveness; Program Implementation; Staff Development
IDENTIFIERS- New York City Board of Education; *Project TRIUNFE NY

Project TRIUNFE is a bilingual instructional program that served approximately 260 students of Hispanic, Asian, and Haitian backgrounds during the 1983-84 school year at John Jay High School in New York City. It is a transitional program whose major goal is to mainstream students in less than two years. Most significant is its pioneering effort to develop computer-assisted instruction and computer literacy in a bilingual education program. An evaluation of student achievement during the 1983-84 year found that, overall, program students exceeded the project proposal's criterion level on the Criterion Referenced English Syntax Test. Spanish-speaking students made significant gains in native language reading achievement, with Grade 10 and 12 students showing the greatest progress. Data for French-speaking students were inconclusive. The results of a computer literacy test were positive, and students' overall passing rates were 70 percent or better in mathematics, science, social studies, and vocational courses. Finally, the attendance rate of program students was significantly greater than the schoolwide attendance rate. Despite the apparent success of Project TRIUNFE, the evaluators recommend: (1) the restoration of staff responsibilities according to the original project proposal; (2) strengthening the vocational education aspect of the project; (3) exploring the possibility of using students to help with some project work; (4) stressing the proposed alternative education for the marginal student; and (5) administering the instruments proposed to measure program objectives and revising program objectives as needed, based on students' past performance and on instruments available. (Author/KH)

ED 262 143 UD 024 485

The Living Planet: A Portrait of the Earth, 1984-85. Evaluation Section Report.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

PUB DATE- Sep 85
NOTE- 36p.
AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston Street, Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Biology; Curriculum Development; *Ecology; *Educational Television; *Instructional Materials; Program Effectiveness; *Program Implementation; Public Television; Science Instruction; Secondary Education; Staff Development
IDENTIFIERS- California (San Francisco); District of Columbia; Illinois (Chicago); *Living Planet Program; Massachusetts (Boston); Michigan (Detroit); *New York City Board of Education

In 1984-85, the Mobil Corporation provided the New York City Board of Education with a grant for developing an instructional project related to the Public Broadcasting System series, "The Living Planet." This series explored the concepts of the balance of nature and the adaptations of various life forms to our changing planet. The Living Planet Program's budget was to cover the cost of instructional guides, four staff development sessions, and program evaluation. Its objectives included the following: (1) training teachers to integrate the series into their classroom curriculums; (2) providing instructional guides; (3) integrating home viewing of the series with classroom instruction in order to extend junior high and high school students' learning environments; (4) encouraging family participation in order to enhance students' learning experiences outside the classroom; and (5) regenerating junior high and high school students' interest in the scientific community. Participants in the staff development activities indicated that teacher guides and guest lecturers provided the most beneficial aspects of the training. In a post-program survey, junior high school teachers reported greater success with the program than high school teachers. They tended to use more classroom activities relating to the "Living Planet" and reported higher student viewer response rates. Implementation of the program in five other cities was found to be similar to that in New York. For further enhancement of the program, it is recommended that videotapes be obtained from the producers for viewing during class hours, and that the program should include student-parent orientation sessions to stimulate family participation. (Author/KH)

Training Opportunities Program (TOP) Employer/Trainee Component, 1983-84. Final Evaluation Report.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

PUB DATE- 85
NOTE- 30p.
AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston Street, Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Attendance; Cooperative Programs; High Schools; *Job Placement; Job Training; *Program Effectiveness; *School Business Relationship; *Vocational Education; Work Attitudes; *Work Experience Programs
IDENTIFIERS- New York City Board of Education; *Training Opportunities Program NY

The Training Opportunities Program (TOP) is an occupational project for New York City high school students. TOP trainees are placed in businesses and agencies with facilities, equipment, and human resources not available in the public schools. In 1983-84, the third year of the program's operation, TOP was funded to serve 2,000 students. An evaluation of that year's program found that the employers who retained trainees were unanimous in citing good trainee performance on the job as the reason they retained trainees as regular employees. Most employers said they would continue to participate in TOP, and most were extremely positive in describing their experiences with the program. When contrasted with a group of non-participating students, TOP participants had higher achievement in English, social studies, and in their area of specialization or major. Similarly, the TOP student recruitment and selection process is based on a number of considerations, including achievement in academic subjects, but coordinators relied most heavily on their personal knowledge of the student's abilities and the demands at the job site. Major findings and recommendations of the evaluation were: (1) the academic achievement of students with high grades declined slightly while participating in TOP, but lower-achieving students' grades improved; (2) absence rates declined for all TOP participants surveyed, but especially for below average students; (3) TOP should continue to emphasize trainees' vocational skills and interests, since these are more important to employers than academic skills; (4) the current selection process for participants should be revised to deemphasize the importance of strong grades in academic subjects; and (5) a greater range of students should be included in the program. (KH)

ED 262 145 UD 024 487

South Shore High School Project JOBS. 1983-1984. O.E.A. Evaluation Section Report.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

PUB DATE- 85
NOTE- 55p.
AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston Street, Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Asian Americans; Attendance; *Bilingual Education Programs; *Career Education; English (Second Language); Haitians; High Schools; Hispanic Americans; Immigrants; *Job Skills; Limited English Speaking; Minority Group Children; *Program Effectiveness; *Program Implementation; School Holding Power; Staff Development; Vocational Education
IDENTIFIERS- New York City Board of Education; *Project JOBS NY

The 1983-84 year of the Jobs Opportunities for Bilingual Students program (Project JOBS) was evaluated by the New York City Board of Education's Office of Educational Assessment. Conducted at South Shore High School in Brooklyn, Project JOBS provided instruction in English as a second language (ESL) and native language arts, in addition to bilingual instruction in mathematics, science, history, economics, typing, and hygiene, to 103 students of limited English proficiency (LEP) in Grades 9-12. Over half of the program of students were Haitian immigrants and the remainder were Asian, Middle Eastern, Hispanic, and Italian. The majority of program students were recent arrivals in the United States. Project JOBS had two basic objectives: to assist and encourage students to complete high school requirements, and to orient and train students in job-related skills. Funded in part by Title VII funds and tax-levy monies, Project JOBS included the provision of supportive services to students, staff development activities, curriculum materials development, and parent participation activities. The most significant academic achievements of program students were in classes other than those related to E.S.L. Their attendance rates were greater than the schoolwide attendance rates. In short, the evaluators found that JOBS has made substantial achievement, that its staff is highly committed, and that it has made much progress toward achieving program objectives. A number of specific recommendations were made for improving the program's overall effectiveness. (KH)

ED 262 146 UD 024 488

Fort Hamilton High School Project SPEED: Special Education to Eliminate Dropouts, 1983-1984. O.E.A. Evaluation Section Report.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

PUB DATE- 85
NOTE- 49p.; Appendices may not reproduce well due to small, light print. For related document, see ED 245 037.
GRANT- G00-820-2691
AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston Street, Brooklyn, NY 11201.
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Attendance; *Bilingual Education Programs; Curriculum Development; *Dropout Prevention; English (Second Language); High Schools; Hispanic Americans; Limited English Speaking; *Program Effectiveness; School Holding Power
IDENTIFIERS- Elementary Secondary Education Act Title VII; *New York City Board of Education; *Project SPEED NY

Project SPEED, which is housed at Fort Hamilton High School in Brooklyn, New York, provides instruction in English as a second language (ESL) and in the student's native language, as well as bilingual instruction in social studies, computers, and typing to 366 students of limited English proficiency (LEP) in Grades 9-12. In 1983-84, all of the program's students were born outside the United States. Almost half of them were Hispanics, and the remainder were Asian and Middle Eastern in origin. To achieve the program's central goal of dropout prevention, its bilingual instructional approach was transitional in nature. Individualized programs were planned for each student and classes were taught by both mainstream and resource teachers to heterogeneous groupings. In addition to instructional services, the program activities included student support services, curriculum development, staff development, parent involvement, and an advisory committee which addressed areas of program improvement. Student achievement data indicates that most students progressed in all subjects except mathematics at rates which matched the program's proposed criteria, and the attendance rate of program students was significantly greater than the schoolwide rate. Moreover, the program's dropout rate was significantly lower than the schoolwide rate. To improve the program's overall effectiveness, it is recommended that the program: (1) introduce more individualized approaches, such as grouping, to instruction in certain areas; (2) continue curriculum development and, if possible, bind materials rather than distribute them singly or in packets; (3) hold more formal staff meetings and planning sessions; and (4) strengthen the program's counseling component in the area of preventive group counseling. (KH)

Project ESL-SEDAC, 1983-84. E.S.E.A. Title VII Annual Evaluation Report.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

PUB DATE- 85
NOTE- 26p.; For related document, see ED 245 042.
AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston Street, Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Bilingual Education Programs; Daily Living Skills; *Disabilities; Elementary Secondary Education; English (Second Language); *Limited English Speaking; Parent Participation; *Program Effectiveness; *Special Education; Staff Development
IDENTIFIERS- Elementary Secondary Education Act Title VII; *New York City Board of Education; *Project ESL SEDAC NY

During 1983-84, the second of three program cycles of the Title VII English as a Second Language, Special Education Development Approach Curriculum Project (ESL-SEDAC) was fully implemented in the New York City Public Schools. The project provided direct instruction to 260 handicapped limited English proficient students, resource assistance, ongoing individual staff training, staff development, and parent training workshops. All program objectives were fully or partially attained. The proposed criteria for student achievement were met in English-language listening, speaking, reading, and writing, as was the criterion for improvement of the instructional skills of participating classroom teachers. Staff development and parent training workshops were effective and well received, although not as well attended as hoped for. The program curriculum, "Day by Day in English: ESL-SEDAC Daily Living Skills Curriculum Guide," was field tested, revised, and distributed. The following recommendations are offered for continued program effectiveness: (1) continue to provide services to students, parents, and classroom teachers; (2) explore additional ways of documenting pupil achievement; and (3) seek to utilize program, school, and community resources to increase parental participation. (Author/KH)

DOCUMENT RESUME

ED 262 148 UD 024 490

Samuel Gompers High School Bilingual Mini-School, 1983-84. O.E.A. Evaluation Section Report.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

PUB DATE- 85
NOTE- 40p.
GRANT- G00-820-2651
AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston Street, Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attendance; *Bilingual Education Programs; *Career Education; English (Second Language); High Schools; *Hispanic Americans; Immigrants; *Instructional Materials; Low Income Groups; Material Development; Parent Participation; Program Effectiveness; Program Implementation; Spanish Speaking; Staff Development; *Vocational Education
IDENTIFIERS- *Bilingual Mini School NY; *New York City Board of Education

In 1983-84, the Bilingual Mini-School at Samuel Gompers High School of New York City, was in its first year of a three-year funding cycle. An evaluation was conducted to determine how well it had met its aim of preparing students of limited English proficiency (LEP) for career opportunities through vocational, technical, and academic education. Instruction in English as a second language (E.S.L.) and native language arts, in addition to bilingual instruction in mathematics, science, and social studies, was provided to approximately 60 Spanish-speaking students of LEP. Also program students were assigned to an all-English exploratory vocational course to expose them to a variety of occupations. In 1983-84, curriculum development was delayed by the late arrival of Title VII funds, but program staff conducted extensive research on materials related to job survival skills, translated materials from English textbooks, and designed five student workshops on career awareness. Staff development activities included a pre-service orientation, monthly meetings, attendance at demonstration lessons, outside workshops professional conferences, and university courses.

Efforts to involve parents in school activities were generally unsuccessful, so the program's parental involvement component was established as a priority for its second year. To improve the program's overall effectiveness, it is recommended that: (1) student achievement data be collected; (2) teacher-training activities be conducted on the role of the paraprofessional in the vocational classroom, teaching Spanish as a native language, and developing teacher-made materials; (3) more space be allocated to separate tutoring and couseling from administration activities; (4) teachers not acquainted with bilingual education be better informed; and (5) efforts be made to improve parent involvement. (KH)

ED 262 149 UD 024 491

Engaging the Serious Youth Offender in Employment and Training: CSS/Project REAL.

Community Service Society of New York, N.Y.

SPONS. AGENCY- Florence V. Burden Foundation, New York, N.Y.
PUB DATE- Dec 84
NOTE- 40p.; Also sponsored by Heckscher Foundation for Children, Pinkerton Foundation and Surdna Foundation.
AVAILABLE FROM- Office of Information, Community Service Society, 105 East 22nd Street, New York, NY 10010 ($3.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Role; *Computer Assisted Instruction; Crime Prevention; *Criminals; Delinquency; *Delinquent Rehabilitation; *Dropout Programs; Dropouts; *Financial Support; Job Training; *Program Development; Program Effectiveness; Recidivism; Remedial Instruction; Social Agencies
IDENTIFIERS- Program Discontinuation; *Project REAL NY

This report summarizes and assesses Project REAL (Return to Employment and Learning), which attempted to attack the high rate of youth crime by focusing on youth offenders who, because they committed repeated serious offenses, were likely to become career criminals. Following a brief introduction, the report describes typical Project REAL clients as males, with a mean age of 16.9, who were members of minority groups, lived in less than optimal residential circumstances, were poorly educated, and had limited employment histories. Next, the program's initial objectives are outlined and findings of an evaluation of the first year are summarized. The program's emphasis was on reducing recidivism, a stress imposed by Project REAL's funding sources. The report then describes, consecutively: changes in the program's staff and the development of a successful computer-assisted instructional component; procedures for referral, testing, and intake; changes in the funding sources; and job search services, which included instruction, developing and placing participants, and referring participants to alternative educational or vocational programs. The remainder of the report discusses Project REAL as an opportunity to achieve an important organizational goal: to initiate and implement an effective demonstration project that improves the economic chances of poor people and then to deinstitutionalize the project within the public agency. While the latter step was not realized, it is argued that the process illustrates difficulties inherent in negotiations between private, nonprofit and public agencies, formal and informal communication and networks, and influence and decision-making. In conclusion, the implications of Project REAL's general success for other programs is considered. (KH)

ED 262 150 UD 024 492

Your Money and Your Life. Financial Planning for Low-Income Working Women.

Working Women Education Fund, Cleveland, Ohio.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 85
NOTE- 146p.
AVAILABLE FROM- Educational Development Center, 55 Chapel Street, Newton, MA 02160 ($7.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Education; *Budgeting; *Day Care; *Employed Women; *Females; Low Income; *Money Management; Peer Teaching; Retirement; Student Costs

This workbook is a four-part course designed to be taught by working women to low-income working women to increase their skills at managing money. The course sessions focus on special financial concerns of working women: budgeting, education for career advancement, child care, and retirement planning. The sessions are designed as a series but can be offered as independent workshops.

Some of the issues dealt with in the course material include the difference in training from childhood between men and women with regard to financial management and the feelings that money inspires in people. The manual contains detailed teaching outlines, participant handouts for each workshop, and a program for training peer leaders to conduct the workshop series. Each workshop is one and a half hours long and is designed to be held after work. Many techniques are used to ensure participation, including small group exercises, case studies, quizzes, brainstorming, and discussion. (CG)

ED 262 151 UD 024 495

Moore, Kristin A.; And Others
Social and Economic Correlates of Family Structure: A Portrait of U.S. Children in 1983. Child Trends Working Paper 85-01.
PUB DATE- May 85
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - General (140)
DESCRIPTORS- *Black Family; *Children; Dual Career Family; *Family Characteristics; Family Income; *Family Size; Fatherless Family; Motherless Family; Nuclear Family; One Parent Family; *Racial Differences; *Socioeconomic Status; Unwed Mothers; Welfare Recipients; Widowed
IDENTIFIERS- Current Population Survey

This report presents child-based data from the March 1983, Current Population Survey. The data have been reorganized from their usual form which is as information on households, families, or individual adults, to data with children as the unit of analysis. The primary focus of the report is on children's living arrangements: what kinds of families children live in and how the family and economic situations of children vary according to these differing living situations. The report finds that although a majority of all children live in two-parent families, a substantial number of children live for at least some period of time with only one parent. The report also finds that among these single parent situations there is great variation: 20.5% of all children live with their mothers and 2.0% with fathers. The children's economic and social status is better when living with divorced or widowed mothers than with separated or never married mothers (71% and 81% respectively of the latter two groups living in poverty). Children living alone with fathers enjoy a higher social and economic status. Children are, however, better off in two parent families with regard to the social and economic factors considered. Particularly striking are the very large race differences in family composition. For example, among whites, 81% of all children live in two-parent families, compared with 41% among blacks, and black children are disproportionately represented in the most disadvantaged family types. The paper includes a short bibliography and five tables giving the statistical data used for the study. (CG)

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